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ABSTRACT

The activities and terminology used in this course of study are intended to establish a more uniform and meaningful approach to the teaching of sports skills to elementary school children in the Montgomery County Public Schools. Areas of activity concentration specifically relate to soccer, volleyball, softball, and track and field. A sequential presentation of actual exercises and drills for each different type of skill is given. Distinctions are made between the objectives of individual sports in terms of desired psychomotor developmental effects, and safety notes for the supervision of each activity are included. Means of student evaluation during the operation of the program are provided. (Author/LH)

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MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

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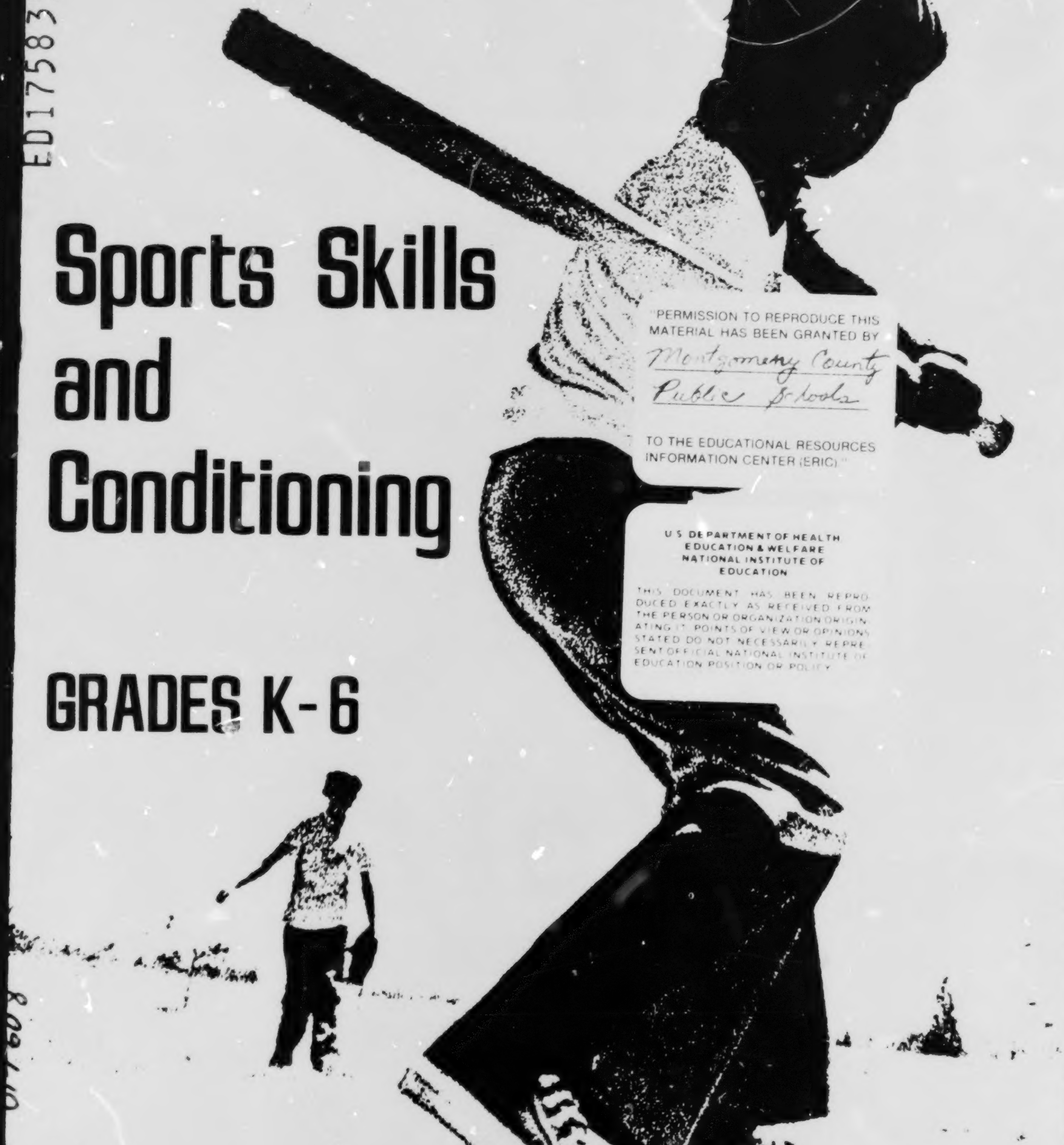
Sports Skills and Conditioning

GRADES K-6



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FOREWORD

The objective of the instructional program of physical education in the Montgomery County Public Schools is to provide for sequential development of those skills, attitudes, and knowledges which contribute to an individual's physical efficiency and social effectiveness at each stage of life. The elementary physical education program attempts to meet this objective by providing instruction in such activities as games, rhythm and dance, gymnastics and tumbling, and sports skills and conditioning.

It is the intention of this course of study to improve instruction in that area of the elementary physical education curriculum described as Sports Skills and Conditioning Activities.

OVERVIEW

The recent emphasis placed on the need to provide an improved program of physical education for elementary school children has prompted the profession to search for new and improved methods of implementing the physical education program. Improved teaching techniques have in turn created a need for revision and improvement in curriculum material. It was with these needs in mind that the materials in this course of study were prepared.

It is hoped that the activities and terminology used in this course of study will establish a more uniform and meaningful approach to the teaching of sports skills to elementary school children in the Montgomery County Public Schools. This course of study, when used in conjunction with the other physical education bulletins prepared by the Montgomery County Public Schools, should provide a very complete and comprehensive plan for developing the skills and understandings necessary for the child's total development in physical education.

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EVALUATIVE TECHNIQUES

As mentioned in the Foreword, the objectives of the instructional program in physical education are to provide a sequential development of skills as well as attitudes and knowledge which will contribute to an individual's physical efficiency and social effectiveness at each stage of life. The evaluation of a student should, therefore, be a measure of the progress that the student makes toward these overall objectives. The outcomes which might be expected from effective evaluation are as follows:

1. An increase in pupil motivation
2. An increase in pupil understanding
    - of self
    - of subject matter
    - of the present and projected values of a continuing personal program of physical activity
3. A measurement of pupil ability and achievement
4. An improvement in the content of the instructional program
5. An assessment of the effectiveness of various teaching techniques
6. An indication of the influence of various patterns of group organization upon learning

In determining the nature and amount of pupil progress, teachers should make use of appropriate objective and subjective tools of evaluation. The following are objective tools and techniques which teachers may employ.

SKILLS TESTS: The degree to which a student has mastered a given skill may be evaluated by means of skill tests. The instructor must determine the skills which have been taught and the degree to which a child has mastered the skill. The progression charts included in each sports unit will indicate the suggested grade level for introduction of specific skills. The number of experiences that a student has in activities which promote the development of the skill must be considered in determining the degree to which a child may be expected to master the skill.

The skills drills described in each section of this bulletin may be modified to become objective skills tests simply by measuring the degree of success the participant has in reaching the objective of the drill. Evaluation can range from an informal satisfactory or needs improvement to an elaborate recording of scores in distance, time accuracy, or other units of measure that are applicable to a specific skill. Comparison of skills test scores among class members may help the instructor to isolate difficulties demonstrated by certain students. The instructor can then plan activities to help the students improve their performance. Skills test scores will certainly have a bearing on the total evaluation of a student; however, many other important factors must be considered if the objectives of a good physical education program are to be attained. Those factors are well defined in the six outcomes of effective evaluation mentioned in the beginning of this section.

KNOWLEDGE TESTS: Effective participation in an activity requires certain knowledge about the activity. Knowledge about basic rules, terminology, and team strategy are necessary for most game activities. By carefully observing the participation of a student, the instructor can determine the degree of understanding that a student has acquired about an activity.

The more formal method of determining the understanding a participant has about an activity is a written knowledge test. This type of test must be written specifically for the group being tested by a person knowing the group, and knowing the amount of information about the activity that the group has had a reasonable opportunity to learn. Knowledge about rules, terms, playing strategy, and general history are some of the topics on which the participant may be tested.

Written tests require time to give and time to score. Valuable activity time should not be used for written knowledge testing unless the instructor feels such an evaluation is absolutely necessary for the development of the physical education program.

Verbal interaction during and immediately after the activity can usually produce better results than written tests since it provides information pertinent to the immediate situation, and it provides a situation in which the student has to clarify his ideas through an interchange with the instructor and other students. It is important to involve all students in the interchange.

PHYSICAL FITNESS TESTING: Physical fitness and conditioning are very important in the physical education program. The success a participant has in physical education activities will depend to a great extent on the general fitness of the participant. The AAHPER* Youth Fitness Test as described in the conditioning section of this bulletin is currently being used for testing fitness in the Montgomery County Public Schools. Unfortunately, norms for this test begin with age ten. Another limiting factor is that the test requires considerable time to administer. However, the test is a good motivating instrument in that several national awards may be earned for achievement. These awards are: The Standard Emblem, for boys and girls who equal or exceed the fiftieth percentile; the Merit Emblem, for boys and girls who equal or exceed the eightieth percentile; and the Presidential Emblem, for those boys and girls equaling or exceeding the eighty-fifth percentile. Award certificates are also available with the above emblems. In addition to the standard fitness test, the AAHPER Youth Fitness Test has been notified to provide a test for the mentally retarded.

Test norms and procedures are modified from time to time. The person administering the test must be sure that he uses the latest revision of the test. For this reason, test norms for the AAHPER Youth Fitness Test are not included in this bulletin. Awards, certificates, and test manuals are available from AAHPER, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

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*American Association for Health Physical Education, and Recreation (a division of the National Education Association)

Physical fitness of children under the age of ten can be evaluated by observing the participants' ability to perform the fitness activities listed on the content progression chart in the conditioning section of this bulletin. It is important that physical fitness not be confused with motor ability.

Modifications of other tests may be used in evaluating younger children. The AAHPER test may be altered according to the expected abilities of the child as listed in the content progression charts.

An example of this modification is as follows:

Physical Fitness Test - Ages 8-12

1. Bent Knee Sit-up

   Starting Position: Lie on the back with knees bent at about ninety degrees. Hands are clasped back of the head. A partner holds the feet.

   Action: On a signal, the performer attempts as many sit-ups as possible in one minute. Elbows must touch the knees each time.

2. Squat Thrust

   Starting Position: Stand with feet together and hands at the side.

   Action: On a signal the performer executes as many squat thrusts as possible in thirty seconds.

3. Pull-up

   Starting Position: Use an overhand grasp (palms away from the face). Use a bar high enough so that the performer's feet cannot touch the ground. Performer must not swing before or during the exercise.

   Action: Performer attempts to touch the bar with the underside of his chin and returns to full extended hang. This is repeated as many times as possible.

4. Push-ups

   Starting Position: Boys are in a front leaning rest (hands and toes on the floor). Girls are in a modified leaning rest (knees and hands on the floor).

   Action: A partner or the tester places a hand on the ground under the performer's chest. The performer must lower his body to the ground until his chest touches the partner's hand. He then returns to rest position. Performer should not allow other parts of his body to touch the ground. The total number of push-ups completed is the score.

   Scoring: The number of successful completions in each test is totaled. The objective is for the performer to reach or pass one hundred points.

MOTOR ABILITY TESTING: Motor ability or the ability to control movement of the body in relation to its surroundings is very closely related to perception and mental ability. Several formal tests are available for the purpose of identifying problems in these areas. Because of the complexity of most of these tests, it is recommended that assistance be sought from pupil services or other support systems available to the school. This type of testing will be needed only in cases where the child exhibits extreme difficulty in performing motor tasks. In most cases the instructor can screen the children by observing the degree of success they have in performing various locomotor and balance activities such as those listed in the content progression charts in Bulletin 223, Elementary Gymnastics, Grades K-6, pp. 13-15 and 65-66. A child's performance level in activities such as walking, skipping, hopping, galloping, crawling, log rolling, and beam walking can usually be evaluated by observation and comparison with his peers.

Children exhibiting poor motor ability must be provided with activities designed to promote development. Testing or screening is necessary because the instructor must know the child's difficulty in order to plan activities for a child's continuous development. It would seem improper to teach a child how to skip before he can walk correctly. Therefore, it is very important that the instructor recognize the progression of difficulty in motor tasks as shown by the various content progression charts in the physical education bulletins before he evaluates a child's motor ability and prescribes a program of activities.

In addition to the objective techniques mentioned above, the instructor may find it helpful to employ the following subjective tools and techniques in evaluating pupil progress:

ANECDOTAL RECORDS: Anecdotal records are helpful in isolating behavioral patterns that do not show up in other evaluation techniques. A record of observed and reported behavior may show such things as:

1. Daily progress made by the class or by the individual

2. Causes of specific difficulties which may affect the total physical education program

3. Individual rate of progression in development of specific skills

4. Growth made during a long-term program or unit

5. Relevancy of material presented

Anecdotal records may be kept on individuals, classes, or the total program. They are effective in program planning only if kept up-to-date.

TEACHER-PUPIL EVALUATIONS: Teacher-pupil evaluation can be on either an individual level or on a class level. Teacher-class evaluation may produce information about relevance of program, future planning, and total class progress. Teacher-pupil evaluation may also provide information on individual growth, attitude, and self-confidence. For those children whose progress in physical skills development makes them unable to participate successfully in physical education activities, pupil-teacher evaluation is especially important for planning activities. This kind of evaluation allows for an interchange of ideas on the importance placed on the program, exploration of reasons for progress or lack of progress, and program planning.

CHECKLISTS AND RATING FORMS: Checklists provide a method of recording achievement and nonachievement. They indicate at a glance the level of development of children and help the teacher plan programs. Checklists provide motivation and are suitable for pupil self-evaluation.

Rating forms may be used in conjunction with checklists. They indicate the levels of skill development on a continuum from low level performance to mastery based on a stated standard. Standards are usually based on skills observed in peers of average ability. Average ability standards are outlined in the content progression charts included in the various sections of this physical education bulletin.

Evaluation used effectively can motivate students. Evaluation and testing used improperly or used as an end in themselves can inhibit motivation. The teacher must use a great deal of discretion in choosing evaluation techniques. When attempting to evaluate the progress a student has made in physical education, consideration should be given to three factors:

1. Evaluation at the beginning of a unit for diagnosis and program planning is advantageous. This data can be used for comparison with evaluation data gathered at the conclusion of the unit thus revealing progress in student performance.

2. The skill level of an individual at the beginning of a unit must be considered. Students will begin with varying levels of skills development. Though students reveal growth in skill development during a unit, they will not all achieve the same levels of skill development.

3. Changes in the development of skills and knowledges that occur in the period between the first and second evaluation are not necessarily an indication of improvement. They may result from lack of motivation, chance, or poor evaluative technique. In the use and interpretation of test data, the teacher's best judgment should prevail.

The materials in this course of study have been structured by levels of difficulty with suggested grades for introduction or review. It should be understood that the suggested grade for introduction of the activity is dependent upon the student's background which may or may not have promoted skills in that activity. The placement of the activities and the grade level implications set forth in this bulletin have been made after careful deliberation by experienced physical education teachers. The grade level placement of the activities in this bulletin are also based on current trends in the Montgomery County Public Schools and are not prescribed, but rather are suggested as a guide in evaluating student performance and progress.

CONDITIONING

Warm-up Exercises
Conditioning Stunts
AAHPER Youth Fitness Test

OBJECTIVES

The objectives of a conditioning unit are to:

- Increase strength
- Increase flexibility
- Increase endurance

OVERVIEW

The basic exercises in this unit are used for warm-up and for body conditioning.

To increase the conditioning values of these exercises you may increase the resistance, speed, or number of repetitions.

Some sports may have a specific action which should be practiced in order to obtain a satisfactory performance.

Most activities can be used as conditioners. Many of the activities in MCPS Bulletin 223, Elementary Gymnastics, Grades K-6 can be used to improve strength and/or flexibility.

Select some of the exercises from each of the areas to suit the group attempting to improve their conditioning. As the group improves, more difficult exercises should be substituted.

As the pupils work on conditioning they should become aware of the following: To become more flexible you must lengthen your muscles. "Stretch until it hurts."

One slowly done activity may be a better conditioner than several quick ones for certain activities.

Working against resistance may be a faster, better conditioning method than several repetitions without resistance.

Increasing the number of repetitions will improve condition.

Increasing the speed of the repetitions will improve condition for certain activities.

SAFETY

In conditioning exercises, a few precautions should be observed.

1. Be certain there is enough space for each performer.
2. Start easily and slowly. Warm up gradually before a strenuous effort is attempted.
3. Use the safety precautions on pages seven and eight of MCPS Bulletin 223, Elementary Gymnastics, Grades K-6.

CONDITIONING TERMS

Arch - The top and the bottom of the spine is bent backwards while the middle of the spine is thrust forward (head and buttocks backward and abdomen forward).

Extend - When the fingers, hand, arm, head, leg, or foot straightens (becomes longer) from a closed position

Flex - When the fingers, hand, arm, head, leg, or foot closes (becomes shorter) from an open position

Front leaning rest - The body is almost parallel to the floor, supported by the toes and the arms. The hands are flat on the floor, shoulder width apart, with fingers pointed straight ahead and arms straight. This is sometimes called "push-up-form."

Resistance - Any opposition to an exerted force

Repetitions - To repeat a movement or series of movements one or more times

Squat - Weight is supported on the balls of the feet with the legs fully flexed and back erect

Straddle - With legs extended, the feet are placed apart to the right and left of the normal standing position.

Skills are explained in each activity.

Key:

I - Introduce
R - Review; if needed, reteach
O - Optional

WARM-UP EXERCISES, CONDITIONING STUNTS, PHYSICAL FITNESS TESTS

Content Progression Chart

Activity	Skills Involved	Suggested Grade Level							Page
		K	1	2	3	4	5	6	
	WARM-UP EXERCISES								
Wing Stretcher	Arm and shoulder flexibility	I	R	R	R	R	R	R	5
Leg Raise	Abdominal strength	I	R	R	R	R	R	R	5
Head and Shoulder Curl	Abdominal strength	I	R	R	R	R	R	R	5
Trunk Twisters	Trunk flexibility	I	R	R	R	R	R	R	5
Alternate Toe Touches (Windmill)	Trunk and leg flexibility	I	R	R	R	R	R	R	5
Jumping Jack	Coordination	I	R	R	R	R	R	R	5
Sprinter	Arm and shoulder strength	I	R	R	R	R	R	R	6
Push-up	Arm strength		O	I	R	R	R	R	6
Squat Thrust	Agility and coordination		O	O	O	O	I	R	6
Sit-ups	Abdominal strength		O	O	O	O	I	R	6
	CONDITIONING STUNTS								
Blast Off	Explosive leg strength	I	R	R	R	R	R	R	6
Seal Walk	Arm, shoulder, and trunk strength	I	R	R	R	R	R	R	6
Crab Walk	Arm, shoulder, and trunk strength	I	R	R	R	R	R	R	7
Bear Hug	Trunk and leg flexibility	O	I	R	R	R	R	R	7
Tortoise and Hare	Endurance	O	I	R	R	R	R	R	7

WARM-UP EXERCISES, CONDITIONING STUNTS, PHYSICAL FITNESS TESTS (cont'd.)

Activity	Skills Involved	Suggested Grade Level K	1	2	3	4	5	6	Page
Measuring Worm	Arm and shoulder strength and flexibility	O	O	I	R	R	R	R	7
Kangaroo Jump	Leg strength		O	O	I	R	R	R	7
Rocking Horse (Human Rocker)	Back strength		O	O	O	O	I	R	7
Wrestler's Bridge	Neck and trunk flexibility and strengthening		O	O	O	O	O	I	7
Back Bend	Trunk flexibility and strengthening		O	O	O	O	O	I	8
	AAHPER YOUTH FITNESS TEST								
Flexed-Arm Hang (Girls only)	Arm strength	O	O	O	O	I	R	R	8
Pull-up (Boys)	Arm and shoulder strength	O	O	O	O	I	R	R	8
Sit-up	Abdominal	O	O	O	O	I	R	R	9
Shuttle Run	Agility	O	O	O	O	I	R	R	9
Standing Broad Jump (Long Jump)	Leg strength	O	O	O	O	I	R	R	10
50-Yard Dash	Speed	O	O	O	O	I	R	R	10
600 Yard Run-walk	Endurance	O	O	O	O	I	R	R	10

DESCRIPTION OF ACTIVITIES

WARM-UP EXERCISES

WING STRETCHER

Starting Position: Stand erect; raise elbows to shoulder height, fists clenched, palms down in front of chest.

Action: Count 1. Thrust elbows backward vigorously.
Count 2. Return to starting position.

LEG RAISE

Starting Position: Pupil lies on back with knees slightly flexed, feet on floor, arms at side.

Action: Count 1. Raise one knee up as close as possible to chest.
Count 2. Fully extend the leg so the leg is perpendicular to the floor.
Count 3. Bend leg and return to chest.
Count 4. Straighten leg and return to starting position.

Alternate the legs during the exercise. The double leg raise is done in the same manner by moving both legs simultaneously. Girls should wear slacks.

HEAD AND SHOULDER CURL

Starting Position: Pupil lies on the back with hands clasped, palms down, behind the small of the back.

Action: Count 1. Lift the head and pull shoulders and elbows up off the floor.
Count 2-5. Hold the tense position for four counts.
Count 6. Return to starting position. Repeat the exercise.
Girls should wear slacks.

TRUNK TWISTERS

Starting Position: Stand in a side straddle position with hands on hips.

Action: Count 1. Turn head and shoulders as far as possible to the left.
Count 2. Return to the starting position.
Count 3. Turn head and shoulders as far as possible to the right.
Count 4. Return to the starting position.

ALTERNATE TOE TOUCHES (Windmill)

Starting Position: Stand in a side straddle position with arms extended sideward at shoulder height.

Action: Count 1. The right hand attempts to touch the left toe while keeping the knees extended.
Count 2. Return to starting position.
Count 3. The left hand attempts to touch the right toe while keeping the knees extended.
Count 4. Return to starting position.

JUMPING JACK

Starting Position: Stand erect, arms at side.

Action: Count 1. Bend knees slightly and jump to side straddle position with feet 18 to 24 inches apart. At the same time, raise both arms sidewards to an overhead touching position with elbows extended.

SQUAT JUMP

Starting Position: Take a deep squat position with trunk erect and one foot slightly ahead of the other so that the heel of the front foot is even with the toe of the back foot. Hands are placed, palms down, on top of the head.
Action: Spring into the air reversing the position of the feet. Repeat exercise rhythmically.

THE SPRINTER

Starting Position: Assume squatting position, hands on floor, fingers pointed forward, left leg fully extended to the rear.
Action: Count 1. Reverse position of the feet by bringing left foot to hands and extending right leg backward, all in one motion.
Count 2. Reverse feet again, returning to starting position. Repeat exercise rhythmically.

PUSH-UP

Starting Position: Front leaning rest position
Action: Count 1. Flex arms until the chest touches the floor.
Count 2. Extend arms until they are fully extended.

SQUAT THRUST

Starting Position: Standing at attention
Action: Count 1. Squat placing the hands flat on the floor, fingers forward, with the elbows inside the knees.
Count 2. Extend the legs backward to attain a front leaning rest position.
Count 3. Flex legs to return to position of Count 1.
Count 4. Return to position of attention.
Scoring: How many can you do in ten seconds?

SIT-UPS - (See Youth Fitness Tests)

CONDITIONING STUNTS

BLAST OFF

Starting Position: Stand erect, feet slightly apart, hands over head.
Action: While counting downward from 10, move slowly to a full squat position. The body is tucked forward, with the head between the knees. The arms encircle the knees tightly. This position is to be reached by the count of zero. At this point, the class shouts, "Blast Off" in unison and leaps skyward as high as possible, landing in the starting position.

SEAL WALK

Starting Position: Front leaning rest position
Action: Using his hands for the propelling force, the child moves forward dragging his feet. The body is straight with head up.

CRAB WALK

Starting Position: Squat, then reach backward and place both hands flat on the floor with face toward the ceiling and hips up level with the shoulders.
Action: Walk or run forward, backward, or sidewise.

BEAR HUG

Starting Position: Pupil stands, feet comfortably spread, with hands on hips.
Action: Count 1. Take a long step diagonally right, keeping left foot anchored in place; tackle the right leg around the thigh by encircling the thigh with both arms.
Count 2. Return to the starting position.
Count 3-4. Repeat to the opposite side.
Girls should wear slacks.

TORTOISE AND HARE (Running in Place)

Starting Position: Pupil stands at attention.
Action: Count 1. Jog slowly in place.
Count 2. On the command, "Hare," the tempo doubles. The knees are lifted high, while arms pump vigorously.
Count 3. On the command, "Tortoise," the tempo is slowed to an easy jog.
Repeat the commands, "Tortoise," "Hare."

MEASURING WORM

Starting Position: Front leaning rest position
Action: While keeping the knees stiff, walk the feet toward the hands as close as possible. While holding feet still and knees stiff, walk the hands forward until the front leaning rest position is attained. Repeat.

KANGAROO JUMP

Starting Position: Assume a semisquatting position. Knees are flexed with the weight on the balls of the feet and the trunk erect. Place the hands on the hip.
Action: Count 1. Jump as high and as far forward as possible, keeping hands on hips, landing in the starting position.

ROCKING HORSE (Human Rocker)

Starting Position: After lying down on stomach on a mat, reach back with hands grasping the insteps.
Action: Rock back and forth.

WRESTLER'S BRIDGE

Starting Position: Lie on a mat on back with knees fully flexed, feet flat on mat and arms folded across chest.
Action: Thrust the body up by arching the back thus supporting the body's weight on the head and feet.

BACK BEND

Starting Position: Lie on back on mat. Place hands on mat under shoulders, palms down with fingers pointing toward toes. With feet apart, place feet as close as possible to seat.

Action: Pushing against the hands and feet, raise the abdomen as high as possible. Arch the neck so the head moves toward the heels and raise the heels from the floor. Attempt to move the hands and heels closer together.

AAHPER YOUTH FITNESS TEST*

This test is not given before the fourth grade. However, some of these activities may be used periodically as exercises and for conditioning purposes by children in lower grades.

FLEXED-ARM HANG (Girls Only)

Equipment: A metal or wooden bar approximately 1 1/2 inches in diameter is preferred. A doorway gym bar can be used.

Description: The height of the horizontal bar should be adjusted so it is approximately equal to the pupil's standing height. Using an overhand grasp, the pupil raises the body to a position where the chin is above the bar. The chest is close to the bar.

Rules:
1. Start the watch as soon as the position is attained.
2. Stop the watch when:
   a) Pupil's chin touches the bar
   b) Pupil's head tilts backward to keep chin above the bar
   c) Pupil's chin falls below the level of the bar

Scoring: Record to the nearest second.

PULL-UP (Boys, Grades 4-12)

Equipment: A metal or wooden bar approximately 1 1/2 inches in diameter is preferred. A doorway gym bar can be used.

Description: The bar should be high enough so that the pupil can hang with his arms and legs fully extended and his feet free of the floor. Use the overhand grasp. After assuming the hanging position, the pupil raises his body by his arms until his chin can be placed over the bar and then lowers his body to a full hang as in the starting position. The exercise is repeated as many times as possible.

Rules:
1. Allow one trial unless it is obvious that the pupil has not had a a fair chance.
2. The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging, check this by holding your extended arm across the front of the thighs.
3. The knees must not be raised and kicking of the legs is not permitted.

Scoring: Record the number of completed pull-ups to the nearest whole number.

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* American Association for Health, Physical Education, and Recreation. Youth Fitness Test Manual. (rev. ed.). Washington, D. C.. AAHPER, National Education Association, 1976. This section used with permission.

SIT-UP (Boys and Girls, Grades 4-12)

Equipment: Mat or floor

Description: The pupil lies on his back, either on the floor or on a mat, with legs flexed and feet about two feet apart. His hands are placed on the back of the neck with the fingers interlaced. Elbows are to touch the floor. Partner holds ankles down, the heels being in contact with the mat or floor at all times.

The pupil sits up, turning the trunk to the left and touching the right elbow to the left knee, returns to starting position, then sits up turning the trunk to the right and touching the left elbow to the right knee. The exercise is repeated, alternating sides.

Rules:

1. The fingers must remain in contact behind the neck throughout the exercise.
2. The knees must be on the floor during the sit-up but may be slightly bent when touching elbow to knee.
3. The back should be rounded and the head and elbows brought forward when sitting up as a "curl" up.
4. When returning to starting position, elbows must touch the floor mat before sitting up again.

Scoring: One point is given for each complete movement of touching elbow to knee. No score should be counted if the fingertips do not maintain contact behind the head, if knees are bent when the pupil lies on his back or when he begins to sit up, or if the pupil pushes off the floor from an elbow. The maximum limit in terms of number of sit-ups shall be 50 sit-ups for girls, 100 sit-ups for boys.

SHUTTLE RUN (Boys and Girls, Grades 4-12)

Equipment: Two blocks of wood, 2 inches by 2 inches by 4 inches, and stopwatch. Pupils should wear sneakers or run barefooted.

Description: Two parallel lines are marked on the floor 30 feet apart. The width of a regulation volleyball court serves as a suitable area. Place blocks of wood behind one of the lines. The pupil starts from behind the other line. On the signal "Ready? Go!" the pupil runs to the blocks, picks one up, runs back to the starting line and places the block behind the line; he then runs back and picks up the second block which he carries back across the starting line. If the scorer has two stopwatches or one with a split-second timer, it is preferable to have two people running at the same time. To eliminate the necessity of returning the blocks after each race, start the races alternately, first from behind one line and then from behind the other.

Rules: Allow two trials with some rest between.

Scoring: Record the better of the two trials to the nearest tenth of a second.

STANDING BROAD JUMP (Boys and Girls, Grades 4-12)

Equipment: Mat, floor, or outdoor jumping pit, and tape measure

Description: Pupil stands with the feet several inches apart and the toes just behind the take-off line. Preparatory to jumping, the pupil swings the arms backward and bends the knees. The jump is accomplished by simultaneously extending the knees and swinging the arms forward.

Rules:
1. Allow three trials.
2. Measure from the take-off line to the heel or other part of the body that touches the floor nearest the take-off line.
3. When the test is given indoors, it is convenient to tape the tape measure to the floor at right angles to the take-off line and have the pupils jump along the tape. The scorer stands to the side and observes the mark to the nearest inch.

Scoring: Record the best of the three trials in feet and inches to the nearest inch.

50-YARD DASH (Boys and Girls, Grades 4-12)

Equipment: Two stopwatches or one with a split-second timer

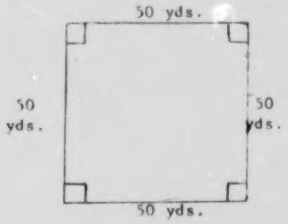
Description: It is preferable to administer this test to two pupils at a time. Have both take positions behind the starting line. The starter will use the commands; "Get to your mark," "Set," "Go" the latter will be accompanied by a downward sweep of the starter's arm to give the timer a visual sign.

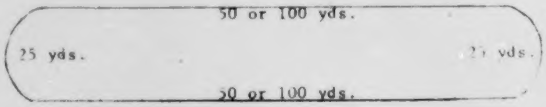
Rules: The score is the amount of time between the starter's signal and the instant the pupil crosses the finish line.

Scoring: Record in seconds to the nearest tenth of a second.

600-YARD RUN-WALK (Boys and Girls, Grades 4-12)

Equipment: Track or area marked according to figures below, and stopwatch





Description: Pupil uses a standing start. At the signal "Runners Ready?" the subject starts running the 600-yard distance. The running may be interspersed with walking. It is possible to have a dozen subjects run at one time by having the pupils pair off before the start of the event. Then each pupil listens for and remembers his partner's time as the latter crosses the finish. The timer merely calls out the times as the pupils cross the finish.

Rules: Walking is permitted but the object is to cover the distance in the shortest possible time.

Scoring: Record in minutes and seconds.

ORGANIZATION FOR DRILLS

Area: Playground, blacktop, or all-purpose room

Supplies: The supplies for each drill will depend on the specific sport for which the drill is used and the skill level of the children involved. An example would be the use of junior sized basketballs or soccer balls for teaching of smaller children.

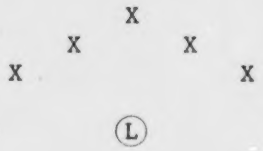
Formation: As diagrammed below

Skills: The instructor may use most of the basic skills of soccer, basketball, volleyball, softball, and track and field by simple modification of distances and by using the formations with special apparatus such as volleyball nets, basketball standards, walls, and batting tee's.

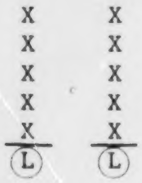
Procedure: The following formations may be used to teach most of the skills needed for playing the games and activities listed in this course of study. The instructor should explain the specific skill to be practiced, demonstrate the mechanics of the drill, and observe the drill in action to determine if the drill is meeting the objectives. In many cases the drill may continue while the instructor makes suggestions to children having difficulty. Drills should be long enough to provide every child with the opportunity to practice the skill several times yet not so long as to become boring to the participant.

FORMATION FOR INSTRUCTION

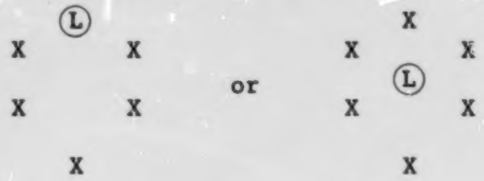
FAN: Players are spread before the leader in a fan formation. This is especially effective in skill drills for throwing, catching, and kicking balls of various sizes.



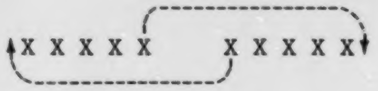
LINE: This is the easiest of all formations for beginners to learn. It is good for relays, basket shooting, and games wherein children take turns. Not more than five should be in a line if possible.



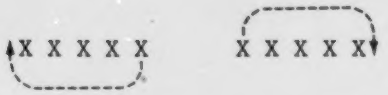
CIRCLE: Groups can get into a circle quickly from the line or fan formation by following their leader. This one is especially good for simple games and ball skill drills with the leader in the center throwing the ball to each player and correcting faulty movements when he throws it back.



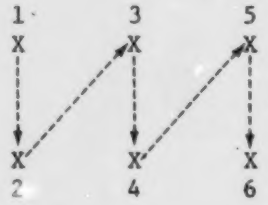
SHUTTLE: This grouping is good for passing or kicking skill drills.



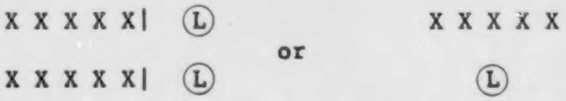
SHUTTLE TURN-BACK: This formation is good for throwing and kicking skill drills where the instructor desires less movement across the playing area.



ZIGZAG: Two lines face each other. Player 1 throws to 2 who throws to 3, etc. This formation is good for soccer kicking, volleying, throwing, and catching.



LINE WITH LEADER: This drill is the same as the LINE FORMATION with the exception that each line has a leader standing at the front of the line. Excellent for throwing, catching, and volleying drills.



DOUBLE LINE: This formation allows two children to work together in learning a skill. It is a good drill when enough equipment is available to supply one piece for each two children.

```
X◄------►X
X◄------►X
X◄------►X
X◄------►X
X◄------►X
```

SMALL GROUP: This formation allows groups of three or four to practice a skill together. The size of the group will depend on the amount of equipment available. When space is available, the groups can be spread to form triangles or squares. This drill is effective for teaching throwing, catching, heading in soccer, kicking in soccer, and volleying.

```
 X      X      X      X
X X    X X    X X    X X

X X    X X    X X    X X
X X    X X    X X    X X
```

MASS OR SCATTER: A random type of formation in which students may sit or stand anywhere they wish. A good formation to teach volleying, throwing, and catching.

```
X       X X      X
  X  X      X      X
 X    X  X     X
```

SOCCER

OBJECTIVES

The objectives of a soccer unit are to:

Increase strength and endurance through vigorous participation

Develop courage, aggressiveness, agility, balance, confidence, initiative, competitive spirit, and self-control

Develop a sense of fair play and cooperation

OVERVIEW

The game of soccer has become widely used in the last decade in the United States. There are more new teams being formed in schools, colleges, and in the professional leagues each year. The development of the skills and knowledge of the game and its various lead-up activities at the elementary level can help to further expand and create an interest in soccer.

The activities included in this unit are sequenced in such a way that by following the suggested progression, an overall development of the skills and knowledge deemed necessary for the elementary student will be attained.

SAFETY

1. Slightly deflate the soccer ball to prevent injuries during heading and kicking.
2. Heading a low ball can be dangerous; point out this factor. Head the ball with the upper part of the forehead.
3. Do not allow kicking any higher than the waist.
4. Have a smooth playing field clear of dangerous obstructions.
5. Never allow any kicking, dribbling, or shooting without a sufficient warm-up. Stress warm-up of the neck, abdominal, thigh, and leg muscles.
6. Use of shin guards may be helpful in preventing injuries to the shin area. Do not allow any wild kicking. Sneakers should be worn.
7. Eyeglass protectors should be utilized for those wearing glasses.

HISTORY AND BACKGROUND

Soccer is a game of very early origin. The Greeks moved the ball from one point to another by any method. The Romans then adopted the game and moved the ball only with the foot or striking it with the hand. The British were next to adopt the game. They refined the rules to exclude the use of hands and to limit the area of the playing field.

In 1865, James C. Thring drew up the first set of rules. Many of those rules are still used today. The first soccer game in the U. S. was played in 1867 between Rutgers and Princeton Universities.

At the present time, soccer is played in nearly 100 countries, and in most of these it is considered a national sport. Hundreds of colleges and high schools throughout the United States now have field soccer teams.

SOCCER TERMS

Blocking - Stopping or deflecting the ball while it is in the air with the shoulders, chest, abdomen, or thighs

Corner kick - Kick awarded to the attacking team, from the corner of the field, when the ball is caused to go above the crossbar or over the end line by the defending team

Defense - Team not in possession of the ball

Defense kick (Goal kick) - Place kick by the defending team at a point anywhere on the quarter circles marking the penalty area after a ball is caused to go over the crossbar or over the end line by the attacking team

Field goal - One point score for sending the ball legally between the opponents' goalpost and under the crossbar

Free kick - Kick awarded to the offended team for fouls committed by the opposing team outside the penalty area; kick awarded to the defending team for fouls committed by the attacking team inside the penalty area

Handling - Touching the ball with the hands or arms

Holding - Stopping the progress of a player by contact with the hand or arm

Kickoff - Start of the game initiated by a place kick from the center of the field in the direction of the opponent's goal

Out-of-bounds - Ball which passes over the sideline or the end line

Penalty kick - Kick awarded to the attacking team at the penalty line for a foul committed by a defensive player in his own penalty area

Place kick - Kick made while the ball is stationary on the ground

Pushing - Thrusting an opponent away by contact with the hand or body

Throw-in - A throw, over the head using two hands, awarded to a team when the ball passes over the sideline and is last touched by the opposite team. The thrower must keep both feet in contact with the ground.

SOCCER SKILLS

DRIBBLING - Dribbling is one way of advancing the ball down the field. The ball is kept close to the body and the ground. To keep the ball close and in a straight line, gentle kicks are made with the inside or the outside of the foot. For good performance, you should learn to control the ball with either foot.

KICKING - Kicking may be performed with the instep, either side of the foot, or the heel.

Instep Kick - When executing the instep kick, place your nonkicking foot beside the ball. Draw your kicking foot back with the knee bent. Swing your leg forward with the toe pointed toward the ground. As contact is made, straighten your knee and ankle. Follow through with your leg in the direction of the kick. The instep kick is used primarily for long shots or passes.

Inside-of-the-Foot Kick - Kicking with the inside of the foot is similar to dribbling but much more force is exerted. Rotate your kicking leg outward from the hip. Swing it back and then forward. Contact the ball squarely with the inside of the foot; follow through in the direction of the path of the ball.

Outside-of-the-Foot Kick - To execute the outside kick, swing your leg diagonally back and across the front of the supporting leg. Then swing your kicking leg forward and contact the ball with the outside of your foot. Keep your kicking leg straight and swing it from the hip. Use this kick primarily for short passes or shots for the goal.

Heel Kick - To execute the heel kick, raise your kicking leg forward with the toe pointed up. The ball should be directly behind the kicking leg. Bring your leg downward contacting the ball with the heel. The heel kick is used for passing the ball backward and for preventing the ball from going out of bounds.

PASSING - Passing refers to any legal method of playing the ball to a teammate. Kicking is the technique most commonly used in soccer to pass to a teammate. Passes may be made from the toe, the inside and the outside of the foot.

TACKLING - Tackling is a means of intercepting or taking the ball away from an opponent by using the feet.

Front Tackle - To tackle from the front, face your opponent with your upper body bent slightly. As the ball leaves the foot of the dribbler, extend one leg forward and place your foot on the ball. The ball is blocked rather than kicked.

THROW-IN - The throw-in is used only in the boys' game. Face the field of play and keep part of each foot in contact with the ground until the ball is released. You may have your feet in a forward stride position or parallel. Hold the ball above your head with your hands on either side of the ball. In the girls' game the ball is put back in play by a kick-in at the point where the ball went out of bounds.

TRAPPING - This is the act of stopping and controlling a moving ball with the leg or the foot. The height of the ball determines which part of the leg or foot should be used.

Foot Trap - The foot trap is executed when a ball is approaching diagonally from either the left or right side. Place your weight on your nontrapping foot with the knee flexed. Extend your trapping foot to receive the ball between the inside of your foot and the ground.

Leg Trap - The leg trap is used when the ball approaches above ground level. Hold the trapping leg diagonally back and away from your body with the knee bent. Stop the ball with the inside of your upper or lower leg, and drop it directly in front of you.

Sole-of-the-Foot Trap - The sole trap is used to stop a slow-moving ball or a ball that is coming directly at you. Raise your trapping leg forward slightly off the ground with the knee flexed. Balance your weight on your supporting leg. As the ball comes within reach, bring your foot down and contact the ball with your foot. The ball is trapped between the ground and the sole of your foot.

Trapping With Both Legs - Stand with your knees close together and your feet about twelve inches apart in a forward stride position. Turn your ankles inward slightly so your weight is on the insides of your feet. Set your body in line with the incoming ball. Trap the ball between the insides of your legs and close to the ground.

Blocking (Body Trapping) - Body trapping is the act of stopping or deflecting an aerial ball so that it may be controlled. Body trapping involves the shoulders, chest, abdomen, and thighs. Place yourself in line with the oncoming ball with your feet in a forward stride or a side stride position. "Give" with your body at the moment of contact in order to absorb any rebounding movement of the ball. When a body trap is executed properly, the ball will fall at your feet. In executing the chest block, a girl should cover her chest with her arms.

VOLLEYING - Volleying is the act of playing a ball which is in the air and has not touched the ground or a ball which has bounced high. A volley may be made with the head, foot, knee, or shoulders.

Head Volley - The head volley is the technique of using the front, top, or sides of the head to play a ball. To head a ball, place your feet in a forward stride position, incline your body forward with your knees flexed. Keep your eyes on the ball. Jump into the air toward the descending ball. Generally, the ball should be contacted with your head just above the forehead. Extend your body at contact. Follow through in the direction of the volley.

Key

I - Introduce
R - Review, if needed, reteach
O - Optional

SOCCER

Content Progression Chart

Activity	Skills Involved	Suggested Grade Level K	1	2	3	4	5	6	Page
Organization for Drills	Dribbling, passing, trapping, heading, tackling	I	R	R	R	R	R	R	11
Circle Kick	Instep kicking, blocking	I	R						20
Hit the Target	Instep kicking, stopping a moving ball	I	R						20
Line Kickball	Sole-of-foot trap, passing, body blocking		I	R	R				21
One-base Kickball	Instep kick and dribbling		I	R					22
Individual Soccer-Dodgeball	Instep kick, sole-of-foot trap, passing		I	R					23
Soccer Boundary Ball	Body blocking, dribbling, kicking, and sole-of-foot trap		I	R					24
Circle Soccer	Instep kicking, inside-outside-of-foot kicking and body blocking, trapping			I	R	R			25
Snatch the Soccer Ball	Dribbling, instep kicking, front tackling			O	I	R			26
Pin Kickball	Instep kicking, throwing, catching			O	I	R			27
Kickball	Instep kicking, throwing, catching				I	R	R	R	28-29
Sideline Soccer	Kicking-all types, trapping, blocking, and tackling				O	I	R		30
Soccer Kickball	Instep kicking, passing, and sole-of-foot trapping				O	I	R	R	31-32
Three-Section Soccer	All soccer skills					O	I	R	32-33
Boys' and Girls' Soccer	All soccer skills						I	R	33
Soccer	All soccer skills						I	R	34

CIRCLE KICK

Area: Playground or blacktop

Supplies: 8-1/2 inch playground ball

Formation: Circle 25 feet to 30 feet wide

Skills to be Taught: Kicking; blocking; instep kicking

Procedure: Children space themselves around the circle. One child puts the ball in play by kicking it across the circle. Other children try to block the ball and keep it in the circle. Ball is kicked back and forth across the circle. Children can block the ball with hands or other parts of body. If a child lets the ball go out of circle he retrieves the ball and continues play. No score is kept. Children gain satisfaction from just kicking ball.

Teaching Suggestions:

1. Set up two circles so children will have more turns.
2. Encourage children to kick ball low.

HIT THE TARGET

Area: All-purpose room or playground

Supplies: A bowling pin and an 8-1/2 inch playground ball or soccer ball

Formation: Players face the center of a circle. The target (bowling pin) is placed in the center of the circle.

Skills to be Taught: Stopping a moving ball using either the feet or hands; and kicking.

Procedure: The game starts with one player kicking a ball at the target. If the ball misses the target, the player who stops the ball kicks it at the target. When any player hits the target, he sets it back in place. If the ball remains in the center of the circle, the player who hit the target rolls the ball to another player to start play again. If the ball rolls to another player after hitting the target, that player starts play after the target is set up.

Teaching Suggestions:

1. Use several circles to give more players an opportunity to play the ball.
2. Vary the size of the circle to suit the ability of the players.
3. A player can be used to guard the target.

LINE KICKBALL

Area: Playground area with two parallel lines drawn about 12 feet apart

Supplies: Soccer ball

Formation: Teams standing on lines, facing each other with hands joined

Skills to be Taught: Kicking; body blocking; sole-of-the-foot trap; teamwork

Procedure: The ball is rolled into the game area, and the two teams proceed to kick it back and forth. When the ball is kicked through the feet of a team, the players between whom the ball passed are eliminated from the game. If the ball is kicked over the heads of a team, the player who kicked the ball is also eliminated. The players may not unclasp hands, but the ball may be stopped with any part of the body.

Teaching Suggestions:

1. Have players practice low kicking.
2. Practice stopping the ball with the body.
3. Teams should remain about 12 feet apart throughout the game.
4. After a given length of time, the team with the greatest number of remaining players wins.
5. Instead of eliminating players, points can be scored by teams, thus keeping all players in the game until time is up. In this case, the team with the most points would be the winner.
6. This game may also be played in a circle with hands joined or not.

ONE-BASE KICKBALL

Area: Playground

Supplies: Soccer ball and set of bases

Formation: Bases are placed at home, first, and third. These serve as boundary markers. They should be 35 feet apart.

Skills to be Taught: Instep kick and dribbling

Procedure: Teams are formed with not more than nine players on a team. One team is lined up near home base. The other group is scattered in the field. The first kicker places the soccer ball on home base and kicks it into the field. If the ball kicked is fair, the kicker runs to first base and returns to home without stopping. The fielding team retrieves the ball and throws it to first base or home.

Outs are made by getting the ball to first base or home before the runner gets there, when the fielding team catches a fly ball, or when the kicker kicks three foul balls. When the batting team has three outs, they go into the field.

Runs are scored when the kicker runs to first base and returns home before the fielding team can get him out. The team scoring the most runs is the winner.

Teaching Suggestions:

1. Divide the class and play two games.
2. Practice skills before playing the game.
3. A run is scored if the runner gets to first base before the ball. A second run can be scored if the runner gets home before the ball.
4. Have each child kick before changing sides.

INDIVIDUAL SOCCER-DODGEBALL

Area: Playground or all-purpose room

Supplies: Soccer ball

Formation: Class forms a large circle with one player, "It," in the center. (After the rules are explained and demonstrated, use more than one circle.)

Skills to be Taught: Passing; trapping; instep kick

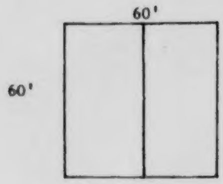
Procedure: A soccer ball is passed back and forth across the circle in an attempt to hit "It." When "It" is hit the next child in rotation goes into the circle. The ball should be passed with the side of the foot, or with the instep, not with the toe.

Teaching Suggestions:

1. Teach players that passing the ball to other circle players is often better than passing directly at "It."
2. Emphasize that this is a passing game, not a kicking game.
3. Use more than one circle.
4. Use more than one "It" to vary the game.
5. Each time the ball misses "It" he scores a point. The child with the most points wins. There can be a boy and a girl winner.

SOCCER BOUNDARY BALL
(BOUNDARY BALL)

Area: Playground with two parallel goal lines, 60 feet long and 60 feet apart, with a center line halfway between and parallel to the goal lines.



Supplies: Soccer ball, or playground ball, markers

Formation: Players are divided into two teams. Players of each team occupy the area between their own goal line and the center line. Use markers to delineate ends of goal lines.

Skills to be Taught: Kicking, dribbling, and blocking a ball accurately; learning to play in organized groups.

Procedure: At a signal, members of each team attempt to kick the ball so that it will bounce or roll across the opponents' goal line. Balls going across a goal line on the fly above the shoulders of the shortest player, or passing beyond the ends of the goal lines, do not score. Players try to prevent balls from crossing their own goal lines. Players move about freely within their own side of the playing area but may not enter the opponents' territory. Following the first kick, balls are kicked back and forth at will. Players may dribble the ball to the center line before kicking. Each player stopping the ball must kick it himself; he may not pass it to a teammate. The game is played either (1) by time periods, or (2) by innings, in which case each time a legal ball crosses the goal line, a half inning is played. After each goal, the ball is returned to the captain of the team that kicked it; and it is put into play again.

Scoring: Each ball which rolls or bounces over the goal line scores one point. The team having the highest number of points at the end of an agreed-upon number of innings, or at the end of the time period allowed is the winner. If a player steps on or across the center line, one point is given to the opponents.

Teaching Suggestions:

1. If only a few children are to play, make the length of the goal lines shorter but keep the same distance between them.
2. When the ball passes beyond the field of play, have the nearest child secure the ball, dribble it to his goal line, and immediately kick the ball to a team member, thereafter entering his own playing area.
3. The skill of throwing may be substituted for kicking to score; the ball must touch the opponents' court before crossing the end line.

CIRCLE SOCCER

Area: Playground

Supplies: A soccer ball

Formation: Ten to twenty players, divided into two equal teams and placed around a circle with twenty feet to twenty-five feet in diameter. Draw a diameter line.

Skills to be Taught: Kicking a soccer ball low; trapping a soccer ball with body

Procedure: The captain of X team places ball in play by trying to kick it across diameter line past O team. O team may block ball with any part of body other than hands. Player on O team blocking ball then attempts to score by kicking ball past player on X team and over outer circle at a height lower than shoulders of smallest player where ball is to go through.

A foul occurs when:
1. Ball is touched by hands
2. Player steps inside the circle to kick
3. Player kicks ball over own line
4. Player kicks ball higher than opponents' shoulders

When a foul occurs the opposite team scores a point. The team being scored upon places the ball in play. Ball stopping in circle beyond reach of player is "deadball," and captain on whose side it has stopped retrieves it. A game is 21 points.

Teaching Suggestions:

Caution players to keep eyes on the ball and not to kick ball too hard.

SNATCH THE SOCCER BALL
(Steal the Bacon)

Area: Playground

Supplies: Soccer ball

Formation: Two parallel lines about 40 feet apart

Skills to be Taught: Dribbling; instep kicking; front tackling

Procedure: Each team is numbered consecutively and stands behind its line. For each number on one team, there is a corresponding number on the other team. The teacher places the ball at a spot midway between the two lines. The teacher calls a number; and the appropriate two players, one from each team, run forward. Each tries to capture the ball and kick it back to his own line. A point is scored when the ball is returned to a teammate behind his own line.

Teaching Suggestions:

1. Make sure that every number is called.
2. Use sideline players to help keep the ball in play.
3. If players frequently make just one kick, establish a rule stating that the ball must be kicked at least twice by a player before a point is scored. This will provide for the skill of dribbling.
4. Divide the class into four teams. Place the teams on the sides of a 40-foot square. One player from each team enters the court at each call.

PIN KICKBALL

Area: Playground or softball diamond with bases 35 feet apart, pitcher's line 15 feet to 20 feet from home plate.

Supplies: Four bases, soccer ball, and three bowling pins

Formation: Players are divided into two teams. One team stands behind home plate, and each member takes his turn as the kicker. The other team goes to the field. A pitcher and a catcher are selected. After three members of the kicking team have been put out, the kicking team goes to the field and the fielding team becomes the kickers.

Skills to be Taught: Kicking the ball accurately; throwing and catching a ball; base running; rolling the ball at pins accurately

Procedure: One pin is placed on home plate, another pin is about two feet to the right of home plate, and the third pin is two feet to the left of home plate. The kicker stands in front of the center pin. The pitcher rolls the ball to the kicker, who attempts to kick the ball into the field and then run to first, second, third, and home bases. He may not stop on any base; he either makes a home run or an out.

Outs are made in the following ways:

1. Kick one foul
2. Knock over a pin when kicking
3. Fly ball that is caught
4. A ground ball which the fielders get right back to the pitcher who then rolls the ball and knocks over one of the pins before the runner gets across home plate. (The pitcher gets as many turns as he can before the runner runs the bases and crosses home plate.)
5. A pin knocked over by the pitcher when pitching to the kicker

Teaching Suggestions:

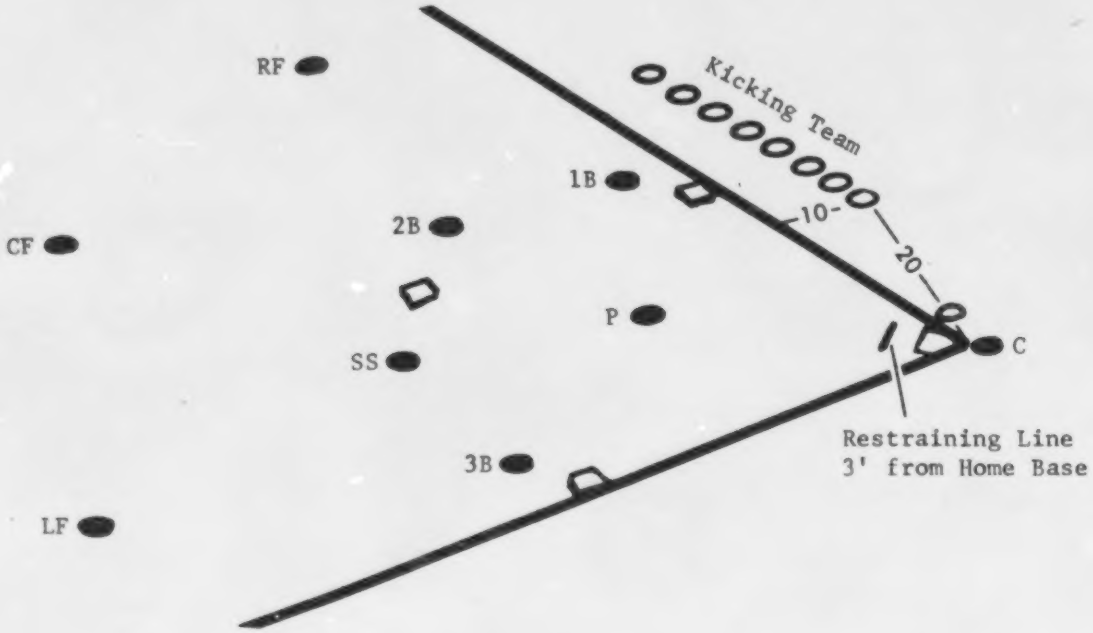
1. Change pitchers and catchers after every inning.
2. Draw a line about 6 to 8 feet in front of home plate, and call the kicker out if he steps over the line before kicking the ball.
3. Keep the fielders off the bases since no base players are needed.
4. Keep the fielders from crowding around the pitcher.
5. The pitcher must stay inside a four-foot circle.

KICKBALL

Area: Playground

Supplies: One soccer ball, four bases

Formation: There are two teams, one team designated as the kicking team and the other as the fielding team.



Skills to be Taught: Throwing; catching; kicking; running the bases; pitching to a kicker.

Procedure: The pitcher rolls the ball to the kicker. The kicker attempts to kick the ball, and if successful, he runs to first base, then to second, third, and home. The runner may stop at any base or may keep running at his own risk.

The kicker is out if:

1. He kicks one foul
2. His supporting foot is on or over the restraining line prior to kicking the ball
3. He fails to reach first base before a fielder tags first while in possession of the ball
4. He is tagged with the ball before reaching first base
5. A fair or foul fly ball is caught

The base runner is out when:

1. He is tagged by a fielder with the ball while off base
2. He is hit by a kicked ball while off base
3. He is forced to run to the next base and does not arrive before a fielder with the ball in his possession touches the base.
4. He leaves the base before a fly ball is caught and a fielder tags him or that base before he returns.
5. He leaves the base before the ball leaves the pitcher's hands.
6. He fails to touch a base while running and the fielder tags either him or that base before he returns.

A fielder may not throw the ball at a runner in an attempt to put him out. Stealing is not permitted. A runner may advance one base on an overthrow going out of play. After three outs, the teams change sides. A run is scored each time a runner reaches home plate safely.

Teaching Suggestions:

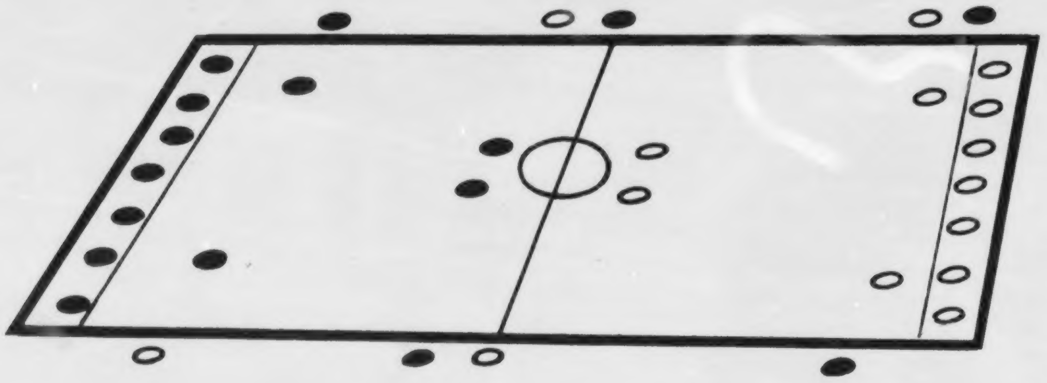
1. If members of the kicking team leave their places on the side line, an out could be called.
2. If players have difficulty kicking a rolling ball, have them place it on home plate and kick it.
3. Have players change positions frequently.
4. Separate the class for two games.
5. Instead of kicking a soccer ball, batters may hit a 6-inch playground ball with their hand or fist.

SIDELINE SOCCER

Area: Playground or large all-purpose room (adapted rules)

Supplies: Soccer ball, scrimmage shirts or some other clear means of team identification

Formation: Rectangular area 50 feet by 100 feet with parallel lines at ends, four feet in from goal line. A center line divides the field, with a circle 8 feet in diameter in the center. There are two teams. Six to eight players of a team are between goal line and restraining line, three or four players from each team are on the playing field, the remainder of the players alternate along and outside each sideline.



Skills to be Taught: Running; dribbling; passing; trapping; blocking; team play

Procedure: The ball is started in the center circle. Field players attempt to dribble and pass the ball to the opponents' goal line and then kick it across either between the guards or no higher than the upstretched hands of guards. The only line which may be crossed during the play of the game is the center line. Sideline players may stop and pass ball, with either hands or feet, to their teammates. Sideline players may move from side to side but may not move past another player. Goal line players may stop ball in any manner. Goal line players may pass the ball to any teammate, but they must not propel it past midfield without its being touched by another player. A goal is scored when the ball passes the goal line no higher than the upstretched hands of goal guards. Rotate players after each goal, or after three or four minutes of play, so that all players have an opportunity to play the three different positions.

Teaching Suggestions:

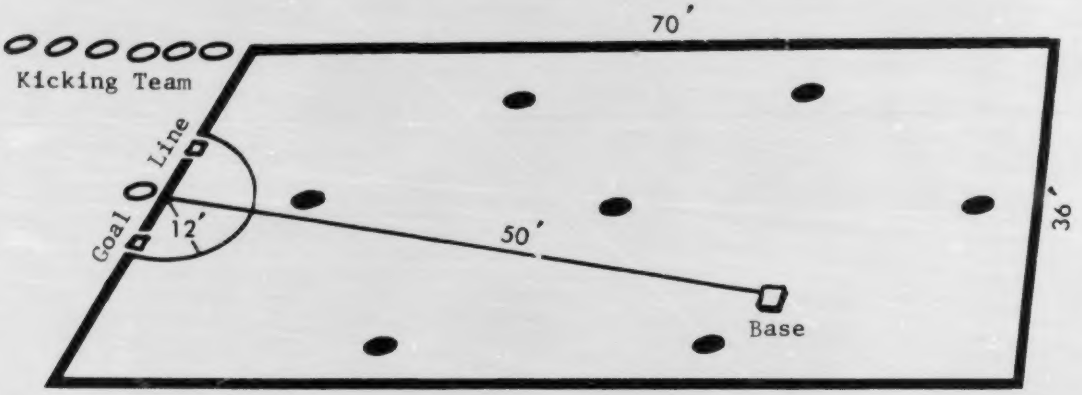
1. Have pupils observe rules of team play.
2. Sometimes it is desirable to match boys with boys and girls with girls for the field play.

SOCCER KICKBALL

Area: Playground

Supplies: Soccer ball, a base, two objects to use as goal line ends (These may be bases, chairs, etc.)

Formation: The class is divided into two teams, one a kicking team and the other a fielding team. The fielding team is scattered about the field outside of the semicircle.



Skills to be Taught: Kicking; passing; running; teamwork

Procedure: Kicking team members in turn place the ball on the goal line and kick it into the playing field. They run forward around the base, and in returning try to cross the goal line between the end markers before the ball can be kicked over the goal line by the fielders. The fielders, using only their feet, try to advance the ball by short passes toward the semicircle, and while outside the semicircle, they endeavor to kick the ball over the goal line. If the ball stops inside the semicircle, a fielder must enter, kick the ball out to another fielder, and immediately leave the semicircle. A goal kick must not be attempted until the fielder has left the semicircle.

The following fouls committed by a fielder give the kicking team one point:

1. Touching the ball with the hands or arms
2. Being inside the semicircle when the ball is kicked into the field from the goal line
3. Being inside the semicircle when a teammate attempts to kick the ball across the goal line

Kickers are out under the following circumstances:

1. If they fail to include the base in their run
2. If they fail to cross between the ends of the goal line before the ball crosses it

Each successful run scores two points.

Teaching Suggestions:

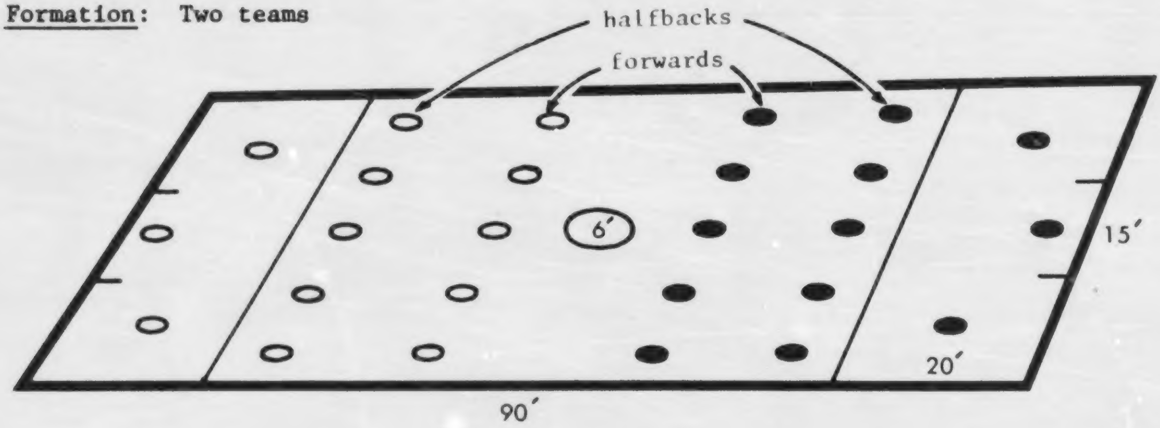
1. Vary the distance from the goal line to the base depending on the ability of the group.
2. Point out that this is a good lead-up to soccer.
3. If the base runner makes a run and thinks he can round the base a second time, have him try for another run.
4. Divide the class into two games if space permits.

THREE-SECTION SOCCER

Area: Playground

Supplies: Soccer ball, pinnies or armbands, goal markers

Formation: Two teams



Skills to be Taught: Dribbling; kicking; trapping; teamwork

Procedure: Only the forwards may enter the end zone of the opponents. Halfbacks remain in the center area and feed the ball to the forwards. The fullbacks assist the goalkeeper in defending the goal, prevent scoring, and pass the ball to one of their own halfbacks. The object of the game is to kick the ball through the opposing team's goal. The game is started when a center forward from one of the teams is in the center circle and on a signal tries to kick the ball to a teammate. When the ball is kicked over the side or end line, the ball is brought to the boundary line and is kicked in by a member of the opposing team. No score can be made on the kick-in. Fouls are called when a player (except the goalkeeper) touches the ball with his hands or pushes, or when any player except a forward enters the end zone. In the event of a foul, the opposing side is given a free kick from the spot of the foul. Opposing players must be 30 feet from the free kick. Score one point each time the ball goes through the goal. Following a point, the opposing team is given the ball at the center circle. Opponents may not enter the center circle until the ball has been kicked.

Teaching Suggestions:

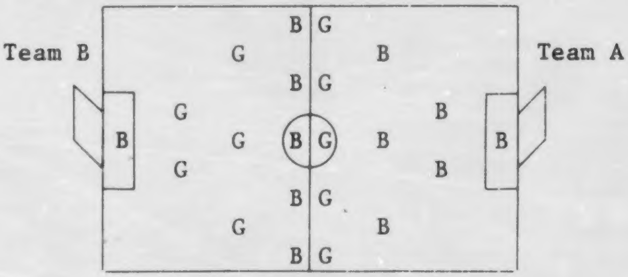
1. Rotate players after each goal.
2. Explain that score will be low (as in a regular soccer game).
3. Divide the class for two games.
4. It may be desirable to divide the boys and girls into separate games.
5. Some identification, such as pinnies or armbands, will be necessary.
6. Use chairs or bases to mark the goal.

BOYS' AND GIRLS' SOCCER

Area: Playground, grass area

Supplies: Soccer ball and colored pinnies

Formation: As diagram below



Skills to be Taught: All soccer skills

Procedure: This is a method for playing boys and girls together in regular soccer, yet not playing against each other. This activity is used in cases of small classes where numbers of players of each sex is limited. Team A has five or six girls and five or six boys. Team B has about the same. Team A girls are forwards as in soccer, with Team A boys as backs. Team B girls are backs with Team B boys as forwards. Thus, Team A girl forwards play against Team B girls who are backs. Team B boys forwards play against Team A boys who are backs.

All girl and boy forwards must cross over the center line. All soccer rules apply except that after the game starts, the boys and girls who have crossed over will remain in that half of the field until a goal is scored. Any violation of crossing the center line is penalized by a free kick for the opponent.

Teaching Suggestions:

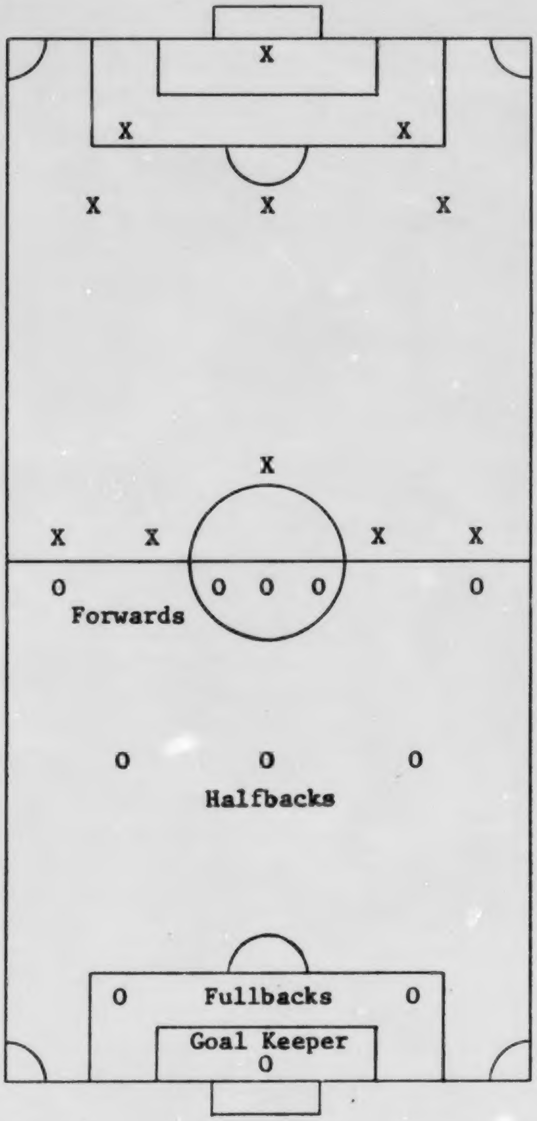
1. Have boys and girls rotate positions after each goal is scored.
2. Set a time limit and have children rotate after the time is up in case neither team scores a goal.

SOCCER

Area: Playground (grass area)

Supplies: Soccer ball and colored pinnies

Formation: As diagram



Players - Eleven on each side, including five forwards, three halfbacks, two fullbacks, and one goal keeper.

Duties of Players:

Forwards - Advance ball into scoring territory and attempt to score.

Halfbacks - Work on offense and defense. Must back up both offense and defense.

Fullbacks - Primarily defense.

Goalkeeper - The last line of defense must be skillful in blocking the ball. May use hands on defense within own penalty area.

The game is started by one team with a kickoff. The defensive team must be ten yards away from the ball. On the kickoff the ball must roll one circumference of the ball and cannot be kicked again by the same person until another player has touched the ball. The ball continues in play until one team scores. After a score the team scored upon puts the ball in play by a kickoff at center.

Scoring - Each goal scores one point.

Playing time - Elementary school children should not play more than six-minute quarters. There should be a rest period of one minute between periods and ten minutes between halves.

Out-of-bounds - When the ball goes out-of-bounds across the sidelines, it is put in play by a throw-in where it crossed the sideline. No goal may be scored on a throw-in nor can the thrower play the ball until it has been played by another player. All opponents must be ten yards back at the time of the throw.

If the ball is caused to go across the end line by the attacking team, a goal kick is awarded. The ball is placed in the goal area and kicked beyond the penalty area by a defensive player. He may not touch it twice in succession, and all defensive players are to be ten yards back.

Corner kick - If the ball is caused to go out-of-bounds over the end line by the defensive team, a corner kick shall be awarded. The ball shall be placed one yard from the corner of the field and kicked into the field of play by an attacking player. Defensive players must be ten yards away from the ball.

Dropped ball - If the ball is touched by two opponents at the same time and caused to go out-of-bounds, a drop ball shall be called. The referee drops the ball between two opponents, who cannot kick the ball until it touches the ground.

Fouls - Personal fouls involving unnecessary roughness are penalized. Tripping, striking, charging, holding, pushing, or jumping into an opponent intentionally are forbidden.

It is a foul for any player, other than the goalkeeper, to handle the ball with the hands or arms. The goalkeeper is allowed only four steps and then must get rid of the ball.

Other fouls are - Playing the ball again when it should be contacted first by another player as in the throw-in, penalty kick, or free kick, failure to kick the ball the proper distance on the kickoff or penalty kick. Goalkeeper carrying the ball more than four steps. Kicking the ball before it hits the ground on an official drop ball.

Penalties - A penalty kick is awarded if a personal foul is committed by the defense within its own penalty area. The ball is placed 12 yards from the goal, and only the goalkeeper can be in the penalty area. A direct free kick is awarded at the spot for a personal foul and illegal touching. This kick may score a goal. A free kick is awarded for the other infractions listed. Another player must play the ball after the free kick in order that a goal may be scored.

Teaching Suggestions:

1. Players should be taught to play their own positions, staying on their own side of the field.
2. Teams should wear pinnies so that the teams can be distinguished.
3. Teams should attempt to develop control and accuracy. The ball is better advanced by passing rather than long kicking.
4. The lines should be spread to avoid crowding.
5. Halfbacks should take most free kicks so forwards can be in position.

BASKETBALL

OBJECTIVES

The objectives of this basketball unit are to:

Develop agility

Increase the efficiency of body movement

Develop specific skills related to basketball

Develop teamwork and cooperation

Provide vigorous physical activity

Develop strength and endurance

OVERVIEW

Because of its prominence on the high school level, interest in basketball among children is high. The emphasis in the elementary grades should be on the development of skills.

The majority of time in basketball work should be spent in instruction through the medium of skill drills. Since classes are large and time is limited, regulation basketball cannot be justified where a few play and the others sit and watch. In addition, the variation in skill is great and a few players monopolize the game to the exclusion of their teammates. Additional opportunity through intramural programs will satisfy the desires of the better skilled for competition.

Particularly in the fourth and fifth grades the junior size ball is recommended. While some advocate the lowering of baskets to nine feet, this is not practical in most situations where others use the gymnasium.

Each child should have an opportunity to practice all the skills in basketball, a situation which is not possible when too much playing is practiced during class time. Games which use many children through a system of rotation are preferable.

SAFETY

The following is a list of suggestions to be used when teaching basketball:

1. The playing area should be cleared of obstacles such as glass, loose gravel, etc. before activity is started.

2. Fouls and held balls should be called immediately to discourage rough play.

3. Players should be cautioned to be alert to such dangers of the playing area as other players, the upright poles holding the basketball standards, and fences or objects along the playing court.

4. Players should be encouraged to wear basketball shoes to prevent slipping and falling.

HISTORY AND BACKGROUND

Basketball was invented during the school year of 1891-92 at Springfield College, Springfield, Massachusetts, by Dr. James A. Naismith, an instructor in physical education and coach at that institution. Dr. Naismith, looking for a vigorous game to condition his athletes during the winter season, conceived the idea of attaching peach baskets at opposite ends of the gym on the track which encircled the playing floor.

The game basketball derives its name from the original ball and basket used in the first game. Since then the Young Men's Christian Association and International Y.M.C.A. secretaries have introduced the game to all parts of the United States and also to foreign countries. It was included in the Olympic games for the first time in 1936.

BASKETBALL TERMS

Back court - That part of the court between the center line and the end line of the opponents' end of the court.

Center - Name of one of the positions on the team, usually a taller player that plays the position near or under the basket on offense or defense

Center jump - The action of the referee throwing the ball up between each team's center at the start of the game, at the start of each subsequent quarter, and at various other times. After the referee throws the ball up between the centers, the centers jump and attempt to tap the ball to one of their players

Charging - A personal foul caused by a player making bodily contact by running into an opponent. It is more frequently committed by an offensive player.

Court - The playing floor

Dead ball - A ball is dead after goals, when time expires ending a period, and following whistle when ball is in play.

Defense, man-to-man - A defense which assigns each player a specific man to guard

Defense, zone - A defense which gives players a specific area of the court to cover

Disqualify on fouls - The exclusion of a player from the game after he has committed five personal fouls (six in professional basketball)

Double foul - A situation when two players foul each other simultaneously

Dribble, discontinued (double-dribble) - A dribble in which the ball comes to rest in one or both hands of the dribbler

Fake - A maneuver designed to draw a defensive player out of position

Forward - Name of one of the positions on the team. There are two forwards, left and right. The forwards play near their own basket when their team has the ball. They usually guard the guards of the other team when the opponents have the ball.

Foul out - Being disqualified from the game after committing five personal fouls

Foul, personal - A foul in which a player forces contact with an opponent while the ball is in play or after the ball is in possession of a player for a throw-in from out-of-bounds. When a player has committed five fouls he must leave the game.

Free ball - A ball in play that is in possession of neither team

Free throw - An opportunity for a player to score one point by virtue of an unhindered throw for the basket from right behind the free-throw line

Goal, field - Goal scored from the playing floor other than a free throw; a field goal scores two points

Goal, free-throw - A goal scored from the free-throw line as a result of a penalty. It counts one point.

Guard - Name of a position on the team. There are two guards, left and right. They are called guards because they attempt to prevent (guard) the ball from being passed to the offensive team's forwards and center.

Jump ball - When two players have their hands on the ball so firmly that possession cannot be gained without undue roughness, the referee tosses the ball up between the two contestants who jump for it.

Lay-up shot - When a player drives in toward the basket and lays the ball up against the backboard so it will carom into the basket for a goal

Live ball - A ball is live as soon as it is put into play by the referee; when a throw-in touches a player inbounds or when a ball is given to a free thrower for a try at the basket

Out-of-bounds - The territory beyond the sides and ends of the playing court

Rebound - Retrieving the ball after an unsuccessful shot at the basket.

Substitute - A player who enters the game in place of another

Ten-second rule - Rule making it mandatory for the offensive team to move the ball from the back court to the front court within ten seconds. Failure to do this is a penalty resulting in loss of the ball to the opponents.

Three-second rule - Rule that makes it illegal for an offensive player to stand in the keyhole area for more than three seconds. Penalty for violation is loss of ball.

Traveling - Running with the ball; a violation, with loss of ball to opponent.

Two-shot penalty - The penalty for certain personal fouls (usually committed against players in the act of shooting) that awards two free-throw attempts

BASKETBALL SKILLS

CATCHING

Above the Waist

Stand with feet apart, weight evenly distributed; keep hands in front about waist height. Keep eyes on the ball. Extend arms to meet the ball. Spread and point fingers upward, keeping thumbs close together with palms forward. Permit arms to "give" with the impact of the ball. Grip the ball with fingers. To complete the catch, the hands and ball are brought toward the body.

Below the Waist

Stand with feet apart, weight evenly distributed; have hands in front about waist height. Keep eyes on the ball. Extend arms to meet the ball. Spread and point fingers down; keep little fingers close together, palms forward. Permit arms to "give" with the impact of the ball. Grip the ball with fingers. To complete the catch, the hands and ball are brought toward the body.

DRIBBLING

Body is in crouched position, balanced, ready to move; ball is on the left hand, steadied on top by the right hand with fingers spread. Eyes should be looking forward, not looking at the ball. Peripheral vision should be used watching the ball out of the bottom of the eyes. Push the ball to the floor with the spread fingers and thumb of the right hand, wrist firm. Move, with a walk or run, pushing the ball repeatedly to the floor from hip height or lower. (Ball may be dribbled with alternate hands but never with both hands at once.)

GUARDING

The basic element of guarding is the stance. The body must be under control at all times. Feet should be approximately shoulder width apart, knees and hips relaxed and bent, body bent slightly forward at the waist. Weight is carried on the rear foot. One hand is held at shoulder level to prevent a shot, the other hand is held knee high to prevent a dribble.

Don't play your man too close; stay about three feet away from the man you are guarding.

The footwork used in defensive play is similar to that of a boxer's shuffle. Slide the foot on the same side as the direction in which you are moving, then bring the other foot into position by sliding it up to the other foot. Always shuffle, never cross your feet, while attempting to guard a man. Always place yourself between the man you are guarding and the basket.

PASSING

Two-Handed Chest Pass

When making a chest pass, the ball is held firmly with all ten fingers well spread and comfortably placed on each side of the ball; the fingers point upward, and the thumbs are toward each other and behind the ball. The palms do not touch the ball. With your feet slightly apart, you bring the ball back to your chest by bending your elbows. When passing the ball, take one small step forward with either right or left foot and lean forward by bending your body slightly at the hips. Straighten your arms, forcing the ball out of your fingers toward the direction in which you are throwing by snapping your wrists, and follow through with extended arms and fingers. Repeat this movement several times. (Stress shoulder, arm, and wrist action; balancing and changing body weight; follow-through.)

Bounce Pass

Same as the chest pass, but the ball is thrown at the ground so that it will bounce up and can be handled easily. The bounce is about waist high.

Baseball Pass

Stand with feet apart, left foot forward, weight evenly distributed. Ball is held between the spread fingers of both hands in front of the chest, elbows bent. Move arms back transferring the ball onto the right hand above the right shoulder. Steady the ball with the left hand. Bend the right elbow at the side; keep left elbow in front. Shift weight to the right foot as shoulders rotate slightly back and to the right. Keep eyes on the target. Extend the right arm forward as shoulders rotate toward the left and body weight shifts to the forward foot. Release the ball with a snap of the right elbow, wrist, and fingers. After the release of the ball, movement of the right arm continues, finishing with the arm and fingers extended toward target. The right foot comes forward to maintain balance.

Underhand

Stand with feet apart, left foot forward, weight evenly distributed. Ball is held between the spread fingers of both hands in front of the body, elbows bent. Swing arms back to right side, transferring the ball to the right hand beside the hip, with the left hand steadying the ball. Bend the right elbow back, with the left arm diagonally across the body. Shift weight to the right foot as the body rotates right. Keep eyes on the target. Swing the right arm forward with the body rotating toward the left and the body shifting to the forward foot. Release the ball; movement of the right arm continues, finishing with arm and fingers extended toward the target. The left arm swings back, and the right foot comes forward to maintain balance.

PIVOTING

Stand with feet astride, weight evenly distributed; hold ball between the spread fingers of both hands, elbows bent or extended during pivoting action of the feet. With knees bent, shift weight to the ball of the pivot foot, heel lifted. Swing the free foot behind, turning the body to face another direction. Pivot on either foot, circling forward as well as backward. (Pivot foot must not be changed once it is declared. The ball of the pivot foot acts as the hub of a wheel, maintaining contact with the floor at the point of pivot.)

SHOOTING

Two-Hand Shot

Stand with feet apart, either foot forward, weight evenly distributed; have ball between the spread fingers of both hands in front of the chest, or elbows close to the side. Keep eyes on the basket. Bend knees and then straighten them as arms thrust forward and upward, pushing the ball toward the basket. Release the ball with a snap of elbows, wrists, and fingers. After the release of the ball, movement of the arms continues, finishing with arms and fingers extended toward the basket.

One-Hand Set Shot

Stand with feet apart, one foot forward, weight on forward foot; have ball between the spread fingers of both hands in front of the chest, the back of the right hand toward the face, the ball resting on the left hand; elbows are close to the body. Keep eyes on the basket. Bend the knees, and then straighten them as arms thrust forward and upward pushing the ball toward the basket. Release the ball from both hands as the right hand pushes from behind and the left hand guides from beneath. After the release of the ball, the palm of the right hand faces the basket and the fingers of the left hand extend in the direction of the shot.

Lay-Up Shot

Run from the right side of the basket. Take off from the left foot and jump high toward the basket. Control the ball by spreading the fingers slightly above the center of the ball. Take off with foot flat on the floor, pointing toward the basket five or six feet away so that you jump high to make the shot. Weight is shifted to the take-off foot before the jump is made toward the basket. Carry the ball in both hands until just before shooting, tipping the ball on the right hand, palm facing the basket; and "lay" the ball softly on the backboard at the spot of aim. Aim at a spot six or eight inches to the right of the basket. The motion of the ball carries it into the basket. From the left side, take off on the right foot and deliver the ball with the left hand. Extend the right arm fully. Keep eyes on the spot of aim. Follow on through, with motion landing back of board. Continue across to follow the play.

Key
I - Introduce
R - Review; if needed, reteach
O - Optional

BASKETBALL

Content Progression Chart

Activity	Skills Involved	Suggested Grade Level							Page
		K	1	2	3	4	5	6	
Organization for Drills	Passing, catching, dribbling, guarding, and running	I	R	R	R	R	R	R	11
Ball Activities	Ball handling, bouncing, throwing, and catching	I	R	R	R	R	R	R	46
Circle Ball Passing	Forming a circle, passing a ball	I	R						47
Magic Ball	Catching, throwing, social relationship, how to play an organized game	I	R	R	R	R	R	R	47
Leader and Class	Catching and throwing	I	R	R					48
Hot Ball	Rolling a ball and following directions	I	R						48
Roll Keep-away	Catching, rolling a ball, how to be alert, and how to keep a game formation	I	R	R	R	R	R	R	49
Bounce Ball Against Wall	Throwing, catching, and running	I	R	R	R	R	R	R	50
Teacher Ball	Passing and catching	I	R						50
Target	Throwing and catching		I	R	R	R	R	R	53
Roll Dodgeball	Rolling a ball accurately and dodging		I	R					51
Circle Call-Ball	Throwing a ball straight up and catching		I	R					51
Ten Trips	Passing and catching		I	R	R	R	R	R	52
Galloping Lizzy	Passing, catching, running, stopping, and changing directions		I	R	R	R	R	R	52
Ball in the Basket	Shooting baskets		I	R	R	R	R	R	54
Spot Tag	Passing, catching, dodging, and running			I	R	R	R	R	54

BASKETBALL (cont'd.)

Activity	Skills Involved	Suggested Grade Level							Page
		K	1	2	3	4	5	6	
Hot Potato	Passing, catching, and keeping a ball in motion	I	R	R	R	R	R	R	55
Spud	Throwing at a target, stopping quickly			I	R	R	R	R	55
Individual Dodgeball	Throwing, catching, and dodging (See Soccer Unit. Individual Soccer-Dodgeball-Page 23)			I	R	R	R	R	56
Shuttle Relay	Passing and catching while running			I	R	R	R	R	56
Club Guard	Throwing, catching, guarding			I	R	R	R	R	53
Guard Ball	Throwing, catching, guarding			I	R	R	R	R	57
Throw-and-Catch Relay	Passing and catching			I	R	R	R	R	58
Circle Keep-Away	Throwing, catching, guarding				I	R	R	R	59
Chain Dodgeball	Throwing, catching, and teamwork				I	R	R	R	59
Cross Over Relay	Throwing, catching, and running safely				I	R	R	R	60
Boundary Ball	Throwing and catching (See Soccer Boundary Ball in Soccer Unit-Page 24)			I	R	R	R	R	60
Ball Bounce Tag	Dribbling				I	R	R	R	61
Basketball Dribble Relay	Dribbling and passing					I	R	R	61
Think and Pass	Teamwork and passing					I	R	R	62
Twenty-One	Shooting					I	R	R	62
End Ball	Passing, guarding, intercepting, and teamwork					I	R	R	63
Basketball Lead-Up	Passing and catching					I	R	R	64
5-3-1	Shooting					I	R	R	64

BASKETBALL (cont'd.)

Activity	Skills Involved	Suggested Grade Level							Page
		K	1	2	3	4	5	6	
Nine-Hole Basketball	Shooting					I	R	R	65
Dribble-Shoot-Pass Relay	Dribbling, shooting, and passing						I	R	65
In-and-Out Dribble Relay	Dribbling						I	R	66
Horse	Shooting						I	R	66
Captain Ball	Throwing, jumping, and guarding						I	R	67
VBB	Shooting, passing, running safely, and teamwork						I	R	68
Dribble Tag	Dribbling						I	R	60
Sideline Basketball	Passing, shooting, and guarding						I	R	69
Zone Basketball	Dribbling, passing, shooting, and guarding						O	I	70-71
Half-Court Basketball	Dribbling, passing, shooting, and guarding						O	I	71

GENERAL BASKETBALL ACTIVITIES

Area: Playground, classroom, or all-purpose room

Supplies: One 6" playground ball for each two children

Formation: Informal - children in groups of two's

Skills to be Taught: Ball handling; bouncing; throwing; and catching

Procedure: Playground ball should be used when a child first learns to throw and catch. Both hands should be used in catching balls at first. Righthanded child will step forward on the left foot when throwing. Children should begin to use proper hand positioning in catching balls. Fingers should be slightly relaxed. As the ball touches the hands, they "give." Elbows bend and hands bring the ball close to the body. Children may visualize their hands as a pillow into which the ball settles as it touches them, rather than as a hard wall from which it bounces. A child may play catch by himself by bouncing a ball on the floor or against a wall and catching it after the bounce.

Suggested Variations:

1. While standing in place, bounce and catch a ball.
2. While walking, bounce and catch a ball.
3. While running, bounce and catch a ball.
4. Bounce a ball to another child.
5. Bounce to each other in a circle or in line formation.
6. Bounce a ball to word accompaniment.
7. Bounce a ball to song accompaniment.
8. Throw and catch.
9. Throw and catch the ball after one bounce.
10. Throw and catch; bounce and catch.
11. Bounce; whirl; catch.
12. Bounce the ball without catching. (Count to see how many consecutive times the ball can be bounced before a miss.)

Teaching Suggestions:

1. Have a sufficient number of playground balls.
2. Start with the easiest activity and progress as skill is developed.
3. Bounce balls to music after children have had sufficient practice.

CIRCLE BALL PASSING

Area: Playground or all-purpose room

Supplies: One playground ball for each eight to twelve players

Formation: Form circles of eight to twelve players facing center of circle

Skills to be Taught: Passing a ball; forming a circle; catching

Procedure: The ball is passed quickly around the circle. Points are scored against circles when the ball is dropped.

Teaching Suggestions:

1. Change the direction in which the ball travels.
2. Have a second game if the children lose interest in this game after a short period of time.

MAGIC BALL

Area: Classroom

Supplies: One or more balls

Formation: Circle of players of several circles

Skills to be Taught: How to receive and pass a ball; how to play an organized game; learning social relationships

Procedure: A ball is passed to a neighbor as the following verse is recited. Anyone having his hands in contact with the ball, or the last one touching it, is out of the game when "out" is said. If the receiver does not take the ball when "out" is said, he is still out.

> The magic ball goes 'round and 'round
> To pass it quickly you are bound.
> If you're the one to touch it last,
> Well, then for you the game is past.
> You are out!

Teaching Suggestions:

1. Have the verse always maintain its rhythm whether the ball goes fast, slowly, or is dropped.
2. Have those who are "out" take themselves out of the game (teaching judgment, awareness, and sportsmanship).
3. You may make the rule, "If you tell someone else that he is out, he stays in and you are out!"
4. Start out with three balls after the game is learned well.
5. Furniture need not be rearranged. Players may stand in the aisles.
6. Have several games going on at once.
7. Game can be accompanied by music.

LEADER AND CLASS

Area: Playground or all-purpose room

Supplies: One 8-1/2" playground ball for each six to eight children

Formation: Children are divided into groups of six to eight players. Members of each group stand side by side in line. The one at the head of the line becomes the leader; and he faces his group, standing eight to ten feet away.

Skills to be Taught: How to catch a ball; how to throw a ball

Procedure: The leader tosses a ball to each player of his group in turn, who throws the ball back to him. Any player missing the ball goes to the end of his line. If the leader misses a ball, he goes to the end of the line; and the next player at the head becomes the leader. If the ball goes around the group twice and the leader has not missed, he takes his place in the line just above the last player who missed. Or each time he has completed tossing the ball to all of his group, the leader steps back one giant step and starts again. Count a poor throw as a miss.

Teaching Suggestions:

1. As skill is gained, increase the distance between the leaders and their groups.
2. Teach players to make accurate throws.
3. Teach accuracy in catching a moving object.
4. Teach the different kinds of throwing; underhand, round arm, and overhand.

HOT BALL

Area: Classroom, all-purpose room, or playground

Supplies: Two to six playground balls

Formation: Children with their legs folded under them (tailor fashion) sit in a circle. Four to an unlimited number may play.

Skills to be Taught: Rolling a ball; following directions

Procedure: The balls are "hot." By batting with their hands, the players keep the balls rolling back and forth and through the circle. Players must keep their legs folded under them, or they will get into the circle where it is "hot." If the ball goes outside the circle (gets "cold"), the player nearest it must pick it up and return it to play. When the teacher gives a signal (blows a whistle, claps hands, etc.) anyone touching a ball has a "burned" hand.

Teaching Suggestions: Keep circles or groups small in order to give more children an opportunity to participate.

ROLL KEEP-AWAY

Area: Classroom or all-purpose room

Supplies: One large playground ball

Formation: Players sit on the floor in a single circle. One person stands inside the circle.

Skills to be Taught: How [illegible] be alert during a game; how to catch and roll a ball; how to keep the ball from another person; how to keep a game formation

Procedure: The circle players attempt to keep the center player from getting the ball by holding it until he approaches, then rolling it so that he may not get it. If the center player gets it, he changes places with the person who allowed him to get it.

Rules:

1. Circle players may not rise or go into the center.
2. Center player may not go out of the circle.
3. If the ball is thrown or bounced higher than anyone's head, the thrower is out of the game.
4. If anyone is the center player three times, he chooses someone who has not been in and then leaves the game.
5. If the center player gets both hands on the ball which is being held by a circle player, it becomes the center player's ball.

Teaching Suggestions:

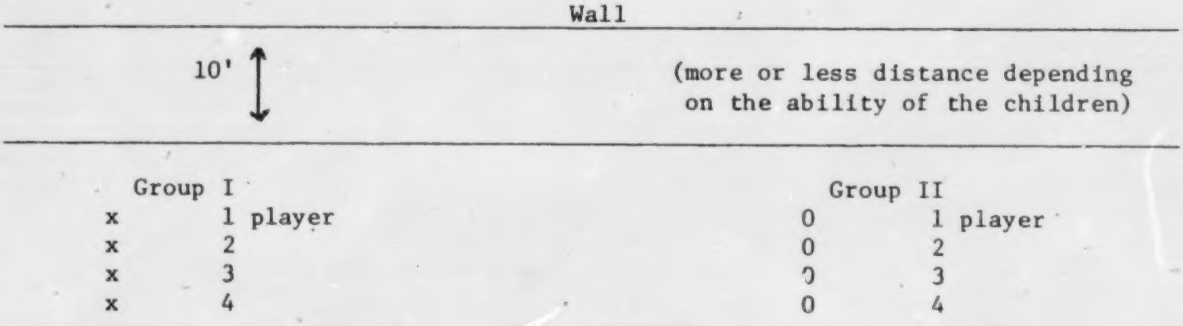
1. Circle players must be seated.
2. Explain that circle players can keep their places by not letting their knees extend beyond their neighbors' knees.
3. Have players practice catching, holding, and rolling the ball before starting the game.
4. Make sure that all players understand the reason for each rule.

BOUNCE BALL AGAINST WALL

Area: Playground or all-purpose room

Supplies: 8-1/2" playground ball

Formation: Four to six players in each group


Wall
10'
(more or less distance depending on the ability of the children)
Group I
x 1 player
x 2
x 3
x 4
Group II
0 1 player
0 2
0 3
0 4

Skills to be Taught: Throwing; catching; running

Procedure: The first child bounces a ball against the wall. Number 2 runs forward and tries to catch it on the first bounce. If he catches it, he scores a point. Number 2 throws the ball and number 3 runs to catch it. The team that has the most successful catches at end of a given amount of time wins the game.

Teaching Suggestions:
1. Have the children catch the ball before it bounces, if successful in catching on the first bounce.
2. Have several groups playing at one time.
3. Vary the distance from line to wall.

TEACHER BALL

Area: Classroom or playground

Supplies: 8-1/2" playground ball or basketball

Formation: Line or semicircle of players with leader out front

Skills to be Taught: Passing and catching

Procedure: Players form a line or semicircle facing the player who is the "teacher," who stands 10 feet away with a ball. Beginning at the right end of the semicircle, the teacher tosses the ball to each player who, in turn, returns it. A player in line who misses a good throw must go to the foot, i.e., the left hand end. If the teacher misses, he goes to the foot. The one at the right end becomes the new teacher.

ROLL DODGEBALL

Area: Playground or all-purpose room

Supplies: 8-1/2" playground ball

Formation: Form a single circle (approximately 25' in diameter) with players facing center. Divide the group into two equal teams.

Skills to be Taught: Rolling a ball accurately; dodging a moving ball

Procedure: Have one team spread out around the circle. The other team will be in the center of the circle. The circle players roll the ball at the feet of the center players in an attempt to hit their legs or shoes. The center players may move around to dodge the ball. When a player is hit, he must join the circle players. When all the center players have been hit, or time has been called, the other players go into the center.

Teaching Suggestions:

1. Stress proper stance and arm action in rolling the ball.
2. To have more action, use two playground balls.

CIRCLE CALL-BALL

Area: Playground or all-purpose room

Supplies: One 6" or 8-1/2" playground ball for each eight to twelve children

Formation: Single circle facing center with one player in the center

Skills to be Taught: Throwing a ball straight up into the air and catching it before it hits the ground

Procedure: Form a single circle facing the center with one player in the center with the ball. Players are given numbers, one to four. The player in the center throws the ball up high, at the same time calling a number. The player whose number is called runs forward and tries to catch the ball before it bounces. If a player catches it, he changes places with the thrower. The center player has two chances to make a good throw. If he fails, he changes places with a circle player.

Teaching Suggestions:

1. Have children practice the motion of throwing without using a ball.
2. Encourage center player to call different numbers.

TEN TRIPS

Area: Classroom or playground

Supplies: Basketball

Formation: Sets of three players

Skills to be Taught: Passing and catching

Procedure: Several sets compete against each other. A trip for the ball consists of one throwing to two, who throws a long pass to three, who throws it to one. Each time one receives the ball he counts aloud then starts the ball on another trip. When the count reaches ten, the team sits down. The first set to complete ten trips wins. A variation for this game is to change the style of passes used for the short passes. In case the ball is missed, the ball must go back to number one and the counting must begin over.

GALLOPING LIZZY

Area: Classroom, all-purpose room, or playground

Supplies: 8-1/2" playground balls or bean bags

Formation: Children stand in a circle fairly close together and facing in. One player stands outside the circle.

Skills to be Taught: Handling a ball; passing and catching; running; stopping; changing directions

Procedure: The ball is passed from player to player or is thrown across to an opposite player. The outside player tries to tag a circle player while he has the ball in his hands. When the outside player is successful in tagging a player, a different tagger is chosen. A player allowing the ball to leave the circle must retrieve it and throw it into the circle before being tagged.

Teaching Suggestions:

1. When the number to play is more than 12, form two circles and provide each circle with a ball.
2. Vary the direction in which the ball may travel.

CLUB GUARD

Area: Playground or all-purpose room

Supplies: Two playground balls and one bowling pin

Formation: Players form a circle. The bowling pin is set up in the middle of the circle. A guard is selected to protect the pin.

Skills to be Taught: Throwing for accuracy; guarding; and catching

Procedure: The players in the circle endeavor to knock down the pin with the balls. The guard tries to stay between the ball and the pin. Whoever succeeds in knocking down the pin changes places with the guard. The balls are passed swiftly across and around the circle, the players aiming at the pin whenever the guard seems to be inattentive. The guard wins who stays in the center the longest.

Teaching Suggestions:

1. When the group is large, organize several circles, providing players of each circle with a pin and two balls.
2. If players are hitting the pin too easily, reduce the number of balls to one.

TARGET

Area: Classroom or playground

Supplies: 8-1/2" playground ball

Formation: Circle with one child in the center

Skills to be Taught: Throwing; catching

Procedures: Players stand in a circle. One player is chosen to be within a smaller circle marked inside the larger circle. Smaller circle is approximately three feet in circumference. Player in the center may dodge around his smaller circle without stepping out. Players around the larger circle throw the ball at the center player. If they are able to hit the center player or if that player steps out of his circle the thrower takes his place in the center circle.

Teaching Suggestions:

1. All children should be permitted a turn in the center circle.
2. Proper method of throwing should be emphasized. Refer to baseball pass in skills section of this unit.
3. The number of misses may be counted to see which child was missed most often.

BALL IN THE BASKET

Area: Playground, all-purpose room, classroom

Supplies: Two 8-1/2" playground balls or two beanbags and two waste paper baskets

Formation: Two circles with waste paper baskets in the center of each circle

Skills to be Taught: Throwing at a target

Procedure: Teams form a circle facing center, with a waste paper basket in the center of the circle. Adjust the size of the circle according to the ability of the children. The leader from each team stands near the basket and throws ball back to the circle players in order. When each child has had a turn, the team having the most points is the winner. One point is scored each time the ball is tossed successfully into the basket.

Teaching Suggestions:

1. Teach proper way to throw the ball. Refer to underhand pass in skills section of this unit.
2. Have girls play against boys.

SPOT TAG

Area: Playground or all-purpose room

Supplies: 8-1/2" playground ball

Formation: The player chosen to be "It" takes his place in a circle, and the other players stand with one foot touching the outside of this circle.

Skills to be Taught: Passing; catching; dodging; running

Procedure: "It" starts the game by bouncing the ball twice. While he is doing this, the other players scatter to various parts of the playing area. As soon as "It" has bounced the ball twice, he attempts to tag a player by throwing the ball at him. If a player is hit, he becomes a spot. Once a spot, he is not allowed to move from that place; but he immediately begins to assist "It" by throwing the ball at someone else, trying to make that person a spot. "It" must recover the ball whenever it is not within reach of a spot, and he may either pass it to a spot from the position where he recovered it or he may go to the center circle and throw at some player from there. The game continues until all but one player have become spots. The player not hit with the ball becomes "It" for the next game.

Teaching Suggestions:

1. Divide large groups into two separate games.
2. Boundary lines may be set to limit play to a specified area.
3. Since there is a lot of running, Spot Tag is a good cold weather game.

HOT POTATO

Area: Classroom, all-purpose room, or playground

Supplies: One or more balls

Formation: Single circle or several circles

Skills to be Taught: How to keep a ball in motion; how to receive and pass a ball; how to play in an organized game

Procedure: One or more balls are passed around the circle in the same direction. Players pretend the balls are hot potatoes which will burn them if the ball is stopped. Rules:

1. The person allowing the ball to touch the floor or a desk is out.
2. The person making a bad pass is out.
3. The person allowing the ball to stop moving is out.

Teaching Suggestions:

1. Explain the rules, especially, "What is a bad pass?"
2. "How hot is a hot potato, and how can you carry it to prevent it from burning your hands?" Have someone demonstrate.
3. Have the children take themselves out of the game as they make mistakes.
4. Start with one ball, then add more. When fewer players are left, eliminate some of the balls. You may have several winners rather than just one before starting over again.

SPUD

Area: Playground or gymnasium

Supplies: Volleyball or 8-1/2" playground ball

Formation: One player stands in center of play area with others gathered around him.

Skills to be Taught: Stopping when moving with great speed; throwing at a target

Procedure: Player in center of group throws ball up in the air and at same time calls the name or number of another player who dashes for the ball. All others scatter. When player called catches the ball, he calls "Spud!" Everyone stops instantly. Without moving from the spot where he caught the ball, he attempts to hit one of the other players. Other players may dodge in any direction as long as one foot remains stationary. If the thrower misses, one "Spud" is scored against him. If he hits a player, "Spud" is scored against that player, and he throws the ball up. If the game is played outside, mark off boundary line beyond which players may not go.

Teaching Suggestions: Divide the class into several games.

INDIVIDUAL DODGEBALL

Refer to Soccer Unit, Individual Soccer Dodgeball, page 23

SHUTTLE RELAY

Area: Playground or all-purpose room

Supplies: 8-1/2" playground ball for each team

Formation: Shuttle formation (not less than eight players on a team)

Skills to be Taught: Handling a ball while running; handing of ball to other players

Procedure: Players are divided into teams having an even number of children. The teams are lined up in shuttle formation with 20 to 24 feet between the halves of each team. At a starting signal, the first player of one section runs across the intervening space with the ball in his possession and hands the ball to the first player in the opposite line. He then takes a place at the end of that line. This is repeated until all players are back in original places. The team accomplishing this first wins the race.

Teaching Suggestions:

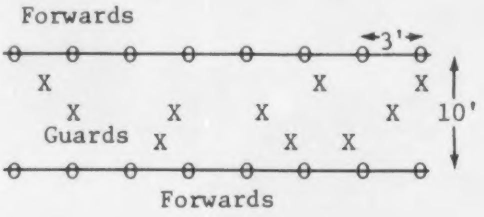
1. Players must wait behind the lines before receiving the ball.
2. Have two or more children walk through the shuttle procedure to help players who may not know the shuttle type relay.
3. Ball may be passed or dribbled to the opposing line instead of carried.

GUARD BALL

Area: Playground or all-purpose room

Supplies: Basketball

Formation: One team (guards) is scattered between two lines, ten feet apart. The other team has half of its players on the lines approximately three feet apart. They are forwards.



Skills to be Taught: Throwing; catching; guarding

Procedure: Players on the lines (forwards) try to throw the ball between the players in the center to their own team. Players in the center try to block the ball. A point is scored for each successful pass. Balls thrown higher than the guards reach do not count. Play five minutes and change.

Teaching Suggestions:
1. Forwards may pass to other players on their line.
2. Assign a guard to each forward.

THROW-AND-CATCH RELAY

Area: Playground or all-purpose room

Supplies: One playground ball for each eight to ten players

Formation: Players are divided into several teams. Members of each team are to stand side by side in a line. The one at the head of the line becomes the leader; and he faces his group, standing eight to ten feet away from them.

Skills to be Taught: Passing and catching a ball with speed; starting on a signal

Procedure: At a signal, the leader tosses the ball to each player of his team, who throws the ball back to him. Any player missing the ball must recover it and the game continues from the player who missed the ball. After the ball has been thrown to each player in line and back to the leader, the leader gives the ball to the next player in line and the relay continues until all players have been the leader. The team finishing first is the winning team.

Teaching Suggestions:

1. As skill is gained, increase the distance between the leaders and their groups.
2. Teach players the importance of making accurate throws and catches.
3. If there are too many players for two teams, have several.
4. May be taught with children standing in line one behind the other. After the player in line returns the ball to the leader, the player goes to the end of the line.

CIRCLE KEEP-AWAY

Area: Classroom, all-purpose room, or playground

Supplies: Playground ball

Formation: Players stand in a circle two or three feet apart, except for the player who is "It" who stands in the middle. (During the game, "It" may move any place inside the circle.)

Skills to be Taught: Throwing and catching; moving quickly to intercept the ball

Procedure: The ball is passed from player to player in the circle. When "It," who is moving around inside the circle, intercepts or tags the ball, the player who passed the ball last changes places with "It." The game resumes from the beginning.

Teaching Suggestions:

1. Have circle players keep at least one foot out of the circle and let the ball come to them rather than having them chasing the ball into the circle.
2. If "It" has too much difficulty touching the ball, have more than one "It."
3. Encourage children to try to make good throws rather than just to get rid of the ball.
4. Use small groups so that children have more opportunities to handle the ball.
5. If child makes a bad pass, that cannot be caught, he becomes "It."
6. A player may not hold the ball more than three seconds.

CHAIN DODGEBALL

Area: Playground with a circle area about 30 feet in diameter

Supplies: Playground ball or volleyball

Formation: Have the class in circle formation about two feet apart. Four players in the center are linked together by grasping each other around the waist.

Skills to be Taught: Throwing and catching a ball; teamwork in dodging

Procedure: The players in the circle throw the ball and attempt to hit the last player in the chain. The chain moves around to avoid being hit. The front player may guard by deflecting the ball with his hands. If the last person is hit by the ball, the person throwing the ball takes the front position and the last person goes to the circle.

Teaching Suggestions: Have the circle players pass the ball to others who have a better chance to hit the last person.

CROSS OVER RELAY

Area: Two parallel lines, 20 feet apart

Supplies: For each team, a soccer ball or beanbag

Formation: The teams stand in file formation behind the starting line. Each leader holds a ball. A goal line is established 15 feet away from the starting line.

Skills to be Taught: Throwing and catching with speed and accuracy; running safely and correctly

Procedure: On a signal, each leader runs across the goal line. He faces about and with both feet behind the line, throws the ball to the second player of his team who has stepped up and stands behind the starting line. The second player, upon catching the ball, runs across, stands behind the goal line and in front of the first player, and throws the ball to the third player. The thrower then goes to the end of the line. The game continues until all have crossed the goal line. If a player fumbles a ball thrown to him from behind the goal line, he must secure the ball and before beginning his run must return to the starting line. The game is over as soon as the last player of one team has crossed the goal line.

Teaching Suggestions:
1. As skill in throwing is gained, increase the distance between the lines.
2. If team memberships are uneven, have a player run twice (but not consecutively).
3. Have teams sit down as they finish.

BOUNDARY BALL

See Soccer Boundary Ball in Soccer unit, page 24

DRIBBLE TAG

Area: All-purpose room, blacktop

Supplies: Basketball, playground ball, soccerball, volleyball

Formation: Students scattered over playing area

Skills to be Taught: Dribbling; development of peripheral vision; ball control

Procedure: One person is "It." All children must have a ball including "It," who, while dribbling the ball, tries to tag another player who is also dribbling. If player is tagged he becomes "It."

Teaching Suggestions:
1. Have a leader to call name of player who has become "It."
2. Divide into several games. Each game has definite boundary lines to restrict movement of players.

BALL BOUNCE TAG

Area: Playground, all-purpose room

Supplies: Two basketballs or 8-1/2" playground balls

Formation: Two players inside a circle about 15 feet in diameter; others wait their turn in line.

Skills to be Taught: Bouncing a ball while walking

Procedure: Two players are inside a circle about 15 feet in diameter, or some other designated area, bouncing playground balls. One player is "It" and tries to tag other player without losing control of his ball. When a player is tagged or loses control of the ball, he must drop out and give the ball to the next person in line. This person then steps into the circle and becomes "It."

Teaching Suggestion: Have several games of ball bounce tag in progress to provide for maximum participation.

BASKETBALL DRIBBLE RELAY

Area: Playground or all-purpose room (two lines, 20 feet apart)

Supplies: Basketball for each team

Formation: Single file formation

Skills to be Taught: Dribbling and passing a basketball

Procedure: At starting signal, the first player in line dribbles the ball to the goal line and passes it back to the next player. The first runner goes to the end of his line while the second player repeats the process. All team members do the same. The team which finishes first wins.

Teaching Suggestions:

1. Be sure players use a two-hand push pass.
2. Have players dribble down, around an object, and back.
3. Have players dribble with the left hand only.
4. Let the children zigzag around several objects (such as bowling pins) on the way down and back.
5. Vary the type of pass.

THINK AND PASS

Area: Blacktop, all-purpose room, playground

Supplies: Basketball for each group

Formation: Six to eight players in a circle

Skills to be Taught: Teamwork; ball handling

Procedure: Each circle has a leader with a ball. On signal from the teacher the ball is passed to another player within the circle observing the following rules:

1. Player cannot pass the ball to the person next to him.
2. Player cannot pass the ball to the person that passed the ball to him.
3. Ball may not be dropped to surface.

If any of the above rules are broken that circle must start over. The team that completes the predesignated (25, 30, 50, etc.) number of passes without breaking any one of the rules is the winner.

Teaching Suggestions:

1. After playing several times, add the following rule:
   The leader must, still using the other rules, receive the last pass.
2. A type of pass can be designated.

TWENTY-ONE

Area: Basketball court

Supplies: Basketball

Formation: Small groups gathered around the basket

Skill to be Taught: Shooting for the basket

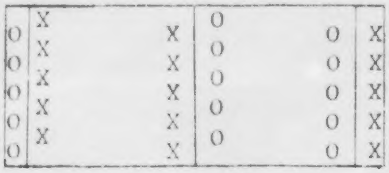
Procedure: In turn each player shoots one ball from in back of the free-throw line. If made, the shot counts two points. The player retrieves his own ball and tries a second shot from wherever the ball is recovered. If made, the shot counts one point. The first person to reach a total of 21 points wins. The total required may be altered.

Teaching Suggestions:

1. Can be played as a team game
2. Child continues to shoot until he misses
3. If the ball goes out of bounds the ball is brought in at the nearest sideline.

END BALL

Area: A court 20 feet by 30 feet or 40 feet is divided in half by a center line. End zones are marked 4 feet wide and completely cross the court at each end.



Supplies: Basketball, volleyball, or large playground ball

Formation: Nine to fifteen players on each team; players on each team divided into three groups: forwards, guards, and end men

Skills to be Taught: To pass and catch a basketball accurately; to intercept a ball; to guard another player; to learn team play

Procedure: The players from each team are positioned as follows: The end zone players take a position in one of the end zones. Their forwards and guards then occupy the half of the court farthest from this end zone. The forwards are near the center line, and the guards are back near the end zone of that half. The ball is started with a center jump between the two tallest opposite forwards. When a team gets the ball, the forwards try to throw over the heads of the opposing team to an end zone player. To score, the ball must be caught by an end zone player with both feet inside the zone. No dribbling or moving with the ball is permitted.

Fouls: Fouls result in loss of the ball to the other team. (Play continues immediately.) Fouls are: (1) Holding a ball more than five seconds, (2) Stepping over the end line or stepping over the center line into the opponents' territory, (3) Walking (traveling) with the ball, (4) Pushing or holding another player.

Out of Bounds: The ball belongs to the team that did not cause it to go out of bounds. The nearest player retrieves the ball from the sideline and returns it to the guard of the proper team.

Teaching Suggestions:

1. Encourage fast, accurate passing.
2. Players in the end zone must practice jumping high to catch the ball and still land with both feet inside the end zone area.
3. A system of rotation is desirable. Each time a score is made, players on the scoring team can rotate one person. This means that one end zone player becomes a guard; a guard moves up to the forward line; and one of the forwards goes into the end zone.

BASKETBALL LEAD-UP

Area: One-half of a basketball court

Supplies: Basketball

Formation: Players spread out in the area

Skills to be Taught: Passing and catching

Procedure: Passing Game. Divide class into teams of six to eight players. Several games may be played at once, using 1/2 or 1/3 of a court. Start with a jump between two players of equal height. The team controlling the ball attempts to complete eight passes. If pass is intercepted, the counting starts over with the opposite team counting. Each player should call out the number of the pass. The rules of traveling, out of bounds, guarding, and holding the ball prevail. The team first successful in eight passes wins.

Teaching Suggestion: Pinnies should be worn by one team to help in identifying teammates.

5 - 3 - 1

Area: Basketball court

Supplies: Basketball

Formation: Small group of players around the basket

Skills to be Taught: Shooting

Procedure: Player starts at the foul line and shoots a foul shot. If he is able to score he gets five points. He follows his shot and takes a shot wherever he rebounds the ball. If he can score this shot it is worth three points. He takes a third shot near the basket. It is worth one point If he is able to score all three he gets another turn.

Teaching Suggestions:

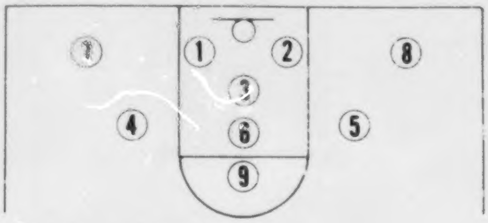
1. Keep score - 50 points win.
2. Suggest following the shot quickly..

NINE-HOLE BASKETBALL

Area: Playground

Supplies: Basketball

Formation: Arrange nine three-foot circles around the basketball goal and number them one through nine. Players form in line behind circle number one.



Skills to be Taught: Shooting a basketball

Procedure: The players line up and take turns in attempting to throw baskets, starting on the left at circle number one. Each basket which is made advances the player one hole, and he continues to progress until he fails to make a basket. The person wins who first makes the circuit of holes and returns to the starting point.

Teaching Suggestion: When the group is large, use as many goals as possible.

DRIBBLE-SHOOT-PASS RELAY

Area: Playground or all-purpose room

Supplies: Basketball for each team

Formation: Single file formation (behind line 20-30 feet from basket)

Skills to be Taught: Dribbling; shooting; and passing the basketball

Procedure: On a starting signal, the first player dribbles to the basket and shoots, and then dribbles back and passes to the second player. Repeat until all have had turns. Basket, if made, counts two points. When all have had their turns, team with highest score wins.

Teaching Suggestions:

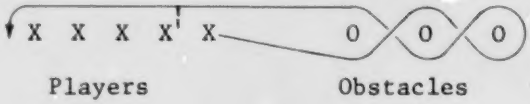
1. Demonstrate skills to be used. Have students practice shooting before relay activity.
2. If a player is having difficulty making a basket, set a maximum number of shots which he may try.

IN-AND-OUT DRIBBLE RELAY

Area: Classroom or blacktop

Supplies: Basketball per team

Formation: Lines of four to six players



Skills to be Taught: Dribbling

Procedure: Players are lined up in a relay position, four to six players in a line. Chalk circles or chalk x's, chairs, or cones may be placed in front of each line; three to a line. The player dribbles in and out of the obstacles as shown in the diagram, and then gives the ball to the next player who dribbles the same way. Player goes to end of the line when his turn is completed. The winner is the first team finished.

Teaching Suggestions:

1. Have a practice session before a race.
2. Players can be taught to change hands.

HORSE

Area: Basketball court

Supplies: Basketball

Formation: Small groups at each basket

Skills to be Taught: Shooting for the basket

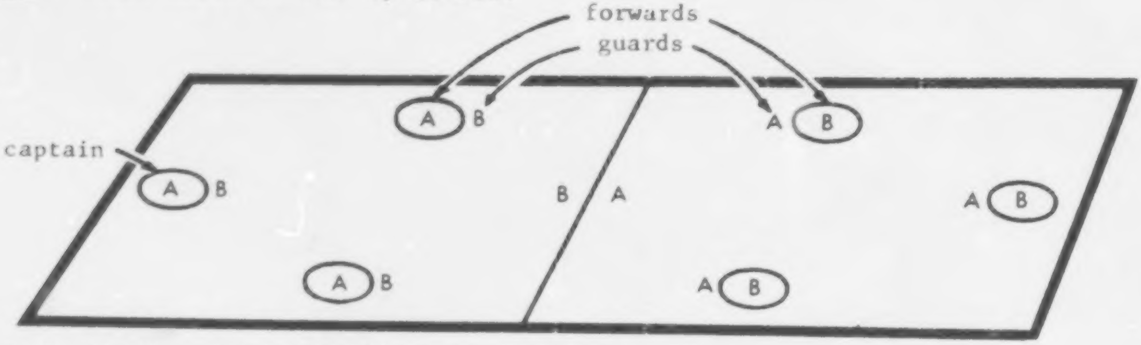
Procedure: The first player may shoot from wherever he wishes using any type of shot. If the shot is made, the next player must attempt the same style shot from the same place. If the shot is missed, the player receives the first letter of the name of the game, H. Then the next player may choose his style of shot and place to shoot from. As long as the shot is made, the player who follows must attempt a shot of the same style and from the same place or receive a letter. When one player has received all the letters (HORSE) he is eliminated or the game starts over.

CAPTAIN BALL

Area: Playground, gymnasium, or all-purpose room

Supplies: Basketball, volleyball, or soccer ball

Formation: Court about 15 feet by 55 feet



Skills to be Taught: Throwing; jumping; guarding

Procedure: The object of the game is for the circle players (forwards) to throw the ball to their own captains. Each time the captain receives the ball from a member of his team, a point is made. After each point, the game is begun again by a toss-up between two opposing center players or by a toss to the center player whose team did not score.

Players are divided into two teams, A and B. Each has three forwards, three guards, and one or two centers. Forwards occupy the circles. Center players of both teams move about the court. The two circle players farthest from each other are the captains. The game is played in two 10 minute halves. At the beginning of the second half, circle men become guards and guards become circle men, and the throwing direction is changed for each team.

Circle players are the only players who can score points by throwing the ball to their captains. Circle players may have one foot outside their circle, but never both feet. Penalty: The ball goes to the opposing guard, who attempts to throw it to one of his own circle players other than his captain. The only person allowed to oppose the throw is the one guarding the circle player to whom the ball is thrown.

Guards try to prevent opponent circle players from securing the ball. If they can secure the ball, they throw it to one of their own circle players. Guards may not step on the circle lines or inside circle areas, nor may they contact circle players. Penalty: The ball is given to the opposing circle player, who makes an unguarded throw to his captain. The captain's guard is the only person allowed to oppose the play.

Teaching Suggestions:

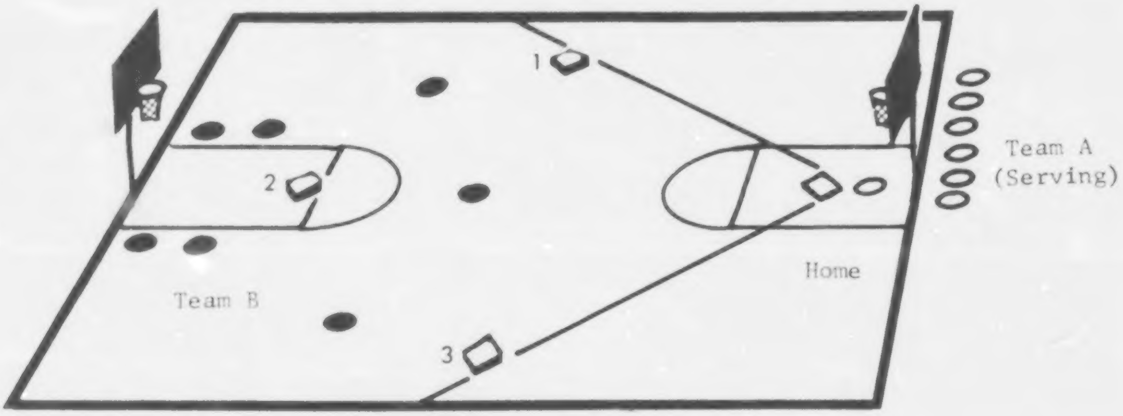
1. Circle players should be called forwards to establish the understanding that they are offensive players.
2. Colored pinnies or jerseys should be worn to distinguish teams.

VBB

Area: Playground

Supplies: Volleyball, four bases

Formation: One team lines up to the right of home plate while the other scatters about the field.



Four players, designated as basket-shooters, stand on either side of the free throw line.

Skills to be Taught: Volleyball serve; basket shooting; passing, running

Procedure: The object of the game is to serve the ball (using correct volleyball serve) from home plate into fair territory, run the bases, and get back home before the fielders can:

1. Retrieve the ball
2. Make three passes to their teammates
3. Pass the ball to a shooter
4. Make a basket

If the baserunner gets home before a basket is made, he scores a run; if a basket is made first, he is out.

A served ball caught on the fly is not an out.

In order for a ball to be a fair ball, it must land on the court beyond the nearest free-throw circle inside the lines to 1st and 3rd base. Two fouls constitute an out. After three outs, the teams change positions. Players should be rotated each inning so that everyone gets a chance to be a basket shooter.

Teaching Suggestions:

1. Counting the passes is facilitated if the person who retrieves the ball on the serve will call out, "Zero!" the person who receives it from him will call out, "One!" and so on.
2. The number of passes may be increased or decreased depending upon the skill of the players.
3. Divide the class into two games if facilities permit.

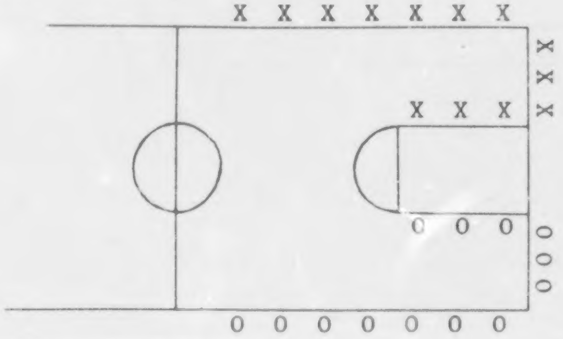
SIDELINE BASKETBALL

Area: One-half basketball court

Supplies: Basketball

Formation: Teams line up as shown in diagram.

Skills to be Taught: Passing; shooting; guarding



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Procedure: The class is divided into two teams. Each team forms lines on the sideline and base line of the one-half court as illustrated. At the beginning of play, the three players from each team that occupy the base line take a position on their respective side of the rebound lines of the key. The players standing opposite each other will guard each other during the game. Side line players move their position toward the base line which places three new players on each base line.

After guarding assignments have been determined, the game is started by a jump ball between two opponents. The three court players taking possession of the ball attempt to score as in regular basketball. The ball is moved by passing only. No dribbling is allowed. Court players may pass the ball to the sideline players or base line players in attempting to move the ball into scoring position. A ball which is intercepted may be played by the team which takes possession unless the ball has hit the rim or backboard. If the ball is rebounded or intercepted after hitting the rim or backboard the court players may not attempt to shoot the ball until it has been passed to a sideline player. A goal made without following this procedure will count for the other team. After a goal is scored, the three court players move to the end of their sideline and the three base line players line up at the rebounding lines to determine guarding assignments. The ball is put into play by a sideline player of the team scored upon.

A violation such as traveling, fouling (illegal control), or dribbling will give the ball to the opposing team's sideline players.

Teaching Suggestions:

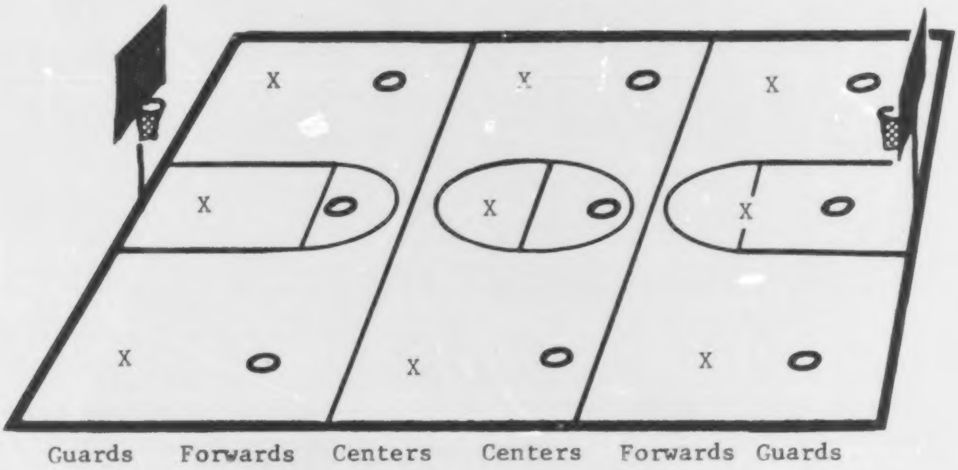
1. One team should wear colored pinnies or jerseys to help distinguish teammates.
2. Ability arrangement of the lines makes the game more interesting, i.e., girls against girls, tall boys against tall boys.
3. A time limit may be used as a method for the rotation of court players to sideline players.
4. When rules have been learned, two games may be played at the same time.

ZONE BASKETBALL

Area: Basketball court

Supplies: Basketball

Formation: Two teams, placed according to the following diagram:



Skills to be Taught: Dribbling; passing; and shooting a basketball; guarding a player

Procedure:

1. The squads (labeled X and O) take the positions indicated in the illustration above. Each squad has 3 forwards, 3 centers, and 3 guards.
2. Play begins as the referee throws the ball in the air between two of the centers, who attempt to tap the ball to one of their players.
3. After receiving the ball from the center, a player will try to pass the ball to one of his forwards, who in turn may shoot for a goal. The forwards are the only players on either squad who may shoot for a goal.
4. The opposing squad tries to intercept the ball and pass it to one of its forwards, who may shoot for a goal.
5. Guards must pass to their center players and not directly to their forwards.
6. When the ball goes out-of-bounds anywhere, it is given to the center opposing the player who last touched the ball. It is then thrown in from out-of-bounds to a teammate in his own zone.
7. When a score is made, the ball is then put into play by a guard of the opposing squad from under that basket. He must pass the ball to one of his own guards.
8. Fouls: Any player who trips, pushes, holds, charges, or has unnecessary body contact with an opponent is charged with a foul.
   Penalty: A free throw. One of the forwards on the fouled team receives a free throw. He shoots from the free-throw line. If the free-throw is not successful, the ball is in play.

9. Violations: A violation is charged when any player takes more than one step with the ball without dribbling, double dribbles the ball, steps on or over a line around his zone, kicks the ball, causes the ball to go out-of-bounds, or delays the game by keeping the ball in his possession. Penalty: Play is stopped, and the referee gives the ball to a center on the opposing team, who puts it in play from out-of-bounds. He must pass the ball to one of his own centers.
10. Scoring: One point is scored for each successful free-throw. Two points are scored for each goal made during play.
11. Rotation: Whenever a score is made, both squads rotate as follows: Guards move to center zones, centers move to forward zones, and forwards to guard zones. At half-time, the squads change directions and baskets.
12. Length of game: Two 6-minute halves are suggested.

HALF-COURT BASKETBALL

Area: Basketball court

Supplies: Basketball

Formation: Same as for basketball

Skills to be taught: Passing; dribbling; guarding; and shooting for the basket

Procedure: The same rules are followed as in regular basketball with the exception that the teams consist of three players and the team which gains possession of the ball must throw the ball to a team member behind the restraining line before it can be passed in for a shot at the basket.

Teaching Suggestions:
1. Several games should be in progress at the same time.
2. Teach Sideline Basketball as a leadup to this game.

VOLLEYBALL

OBJECTIVES

The objectives for the game of volleyball are:

Develop muscular coordination

Develop a greater sense of hand-eye coordination

Develop specific skills related to volleyball

Contribute to character and social development by increasing opportunities for teamwork and good sportsmanship

OVERVIEW

Volleyball can be played by a large group of children. All are given equal opportunity to contribute to the success of their team. The enjoyments derived from participation in an active challenging team game add to the socializing of volleyball.

The game's importance in the elementary school is increased by the fact that it is a game which the children are likely to play often, in school and out. Its value is thus two-fold. It provides wholesome, satisfying, and challenging activity for the child and lays a foundation for enjoyable recreative leisure-time activity in years to come.

The fundamental skills involved in volleyball for the elementary program are serving, volleying, setting, and passing.

SAFETY

1. Ball should be properly inflated.
2. When serving, the ball should be struck with the closed hand, not the wrist, to avoid injury.
3. Teach players to maintain their proper playing positions to avoid unnecessary body contact. When playing a ball between two players, have the one who plays the ball call out.
4. Teach players not to touch the net while playing or changing sides of the court.
5. Caution players to avoid contact with the volleyball standards while playing near them.
6. Eyes should be on the ball at all times while it is in play.

7. Proper footwear and clothing should be emphasized.

8. Volleyball standards that attach to the floor should be properly stored when not in use. Care should be taken to securely attach the standard to the floor to prevent tipping.

HISTORY AND BACKGROUND

Volleyball is one of the few sports to be conceived and developed in the United States. The game was originated by William Morgan in 1895 at the Holyoke, Massachusetts Y.M.C.A.

It was originally a team game, played over a 6 1/2 foot net. The game was played in innings by any number of people.

The sport developed quickly under the supervision of Y.M.C.A. physical directors and in 1922 the first national championships for men were started. By 1926 the game had become so popular that the first rules for women playing were introduced.

The United States Volleyball Association, which was formed in 1928, has sponsored annual tournaments for both men and women since that time. Volleyball is played in many foreign countries; international matches and championships are held annually. Volleyball is a popular Olympic activity.

VOLLEYBALL TERMS

Carry - Allowing the hands to remain in contact with the ball while returning a volley.

Dead ball - Ball temporarily out of play due to side out, point, or suspension of play.

Double tap - Ball hit twice in succession by the same player.

Foot fault - Slipping on or over the end line during the serve.

Legal serve - Ball put into play from a position anywhere behind the end line which clears the net and lands in opponents' court.

Line violation - Stepping over the center line.

Let ball - A served ball that hits the net and falls into the opponents' court. Another serve is allowed when this occurs.

Net ball - A volleyed ball that hits the net and does not go over into the opponents' court.

Net foul - Touching the net at anytime during play.

Out-of-bounds - Surface or object outside the court not including a player in the act of playing the ball

Passing - Volleying a ball from one player to another in an attempt to move the ball to the most advantageous position before returning it over the net

Point - Failure of receiving team to return the ball legally

Rotation - Movement of players in a clockwise direction in order to shift position for service

Serve - The method of putting the ball into play at the beginning of the game and after a point has been served

Serving order - Order in which players serve the ball

Set-up - A ball volleyed into the air near the net by a player, enabling a teammate to spike or volley the ball into the opponents' court so that it is difficult in return

Side out - Failure of serving team to win the point; foul by serving team. The ball is given to the opposite team for service.

Spike - To hit the ball downward with great force into the opponents' court

Volley - To strike a ball that is in play

VOLLEYBALL SKILLS

SET-UP - Means to move the ball into position for the spike or volley the ball over the net. Set-up is achieved by volleying the ball to the spiker at the net.

HIGH SET-UP - The ball is passed eight to ten feet above the net, or higher. As a rule, this pass should be kept close to the net, a distance of six to eighteen inches.

LOW SET-UP - The ball is passed two or three feet above the net and should be kept close to the net at all times. This type of set-up permits quick plays and is easier for the shorter player to handle.

DISTANCE SET-UP - Here the ball is set up from a point ten feet behind the net. This set-up is sent just above the net but high enough to go over if missed by a teammate.

UNDERHAND SERVE - Stand with the left foot advanced and pointed directly toward the net. Face the net squarely; bend your knees. Hold the ball in the palm of the left hand with the arm across the body so that the ball is off the right side, the right hand should be in a partial fist and knuckles toward the ball. Swing the right arm forward and upward in a line straight to the net, the knuckles of the hand just scraping the open palm of the left hand. The ball must be struck slightly under center to obtain the height needed to clear the net.

OVERHEAD SERVE - (tennis)

Player begins in the serving zone facing the net, feet slightly apart, opposite foot from serving arm and half step in front. Hold ball in the palm of the opposite hand. The ball is thrown up about 3 feet, with the tossing arm following the ball. During this time the serving arm goes up and is flexed so that the palm is level to the head and near the ear. Body weight is now at the back leg. From this flexed position the serving arm is extended abruptly and will hit the ball with the palm or the fist at the maximum height that the player can reach. After the hit the body weight passes to the forward tip, and the player takes a step into the court.

VOLLEY OR OVERHEAD PASS - This is the most effective method of passing or playing the ball. Finger tip/second joint control is necessary since the palm of the hand not only deadens the ball but is illegal in a game situation. The pass is executed from a flexed-ready position. From this position the player begins to extend all body segments upward in such a manner that at the moment the ball is in front of the player's face, the fingers contact the ball. This upward movement continues until all body segments (ankles, knees, spine, arms, wrists) are completely extended. The player's weight is equally balanced in both legs. The player's eyes stay on the ball. Fingers must form a cup between both hands. Elbows must be kept close to the body. If they are spread too much, fingers no longer form a cup. The thumb is directed up and back, never forward and down, to avoid injury.

THE UNDERHAND PASS - "bump-dig" - This type of pass makes contact with the ball utilizing the forearms and hands, but excluding the fingers. It is used when handling a ball below the waist. Players begin in a ready position. Arms are extended forward, the hands open with palms out and up, crossing and resting one over the other in the center. From this position the fingers should point towards the floor causing extension of the forearm and hyper-extension of the elbow. The ball is hit with the internal parts of the forearms very close to the wrists and with the elbow completely extended. Even before making contact with the ball, all the body segments begin to extend by a synchronized movement, so that upon and after contact with the ball the body follows the path of the ball until it is completely extended.

SPIKE - The beginning spiker should practice first from a standing position. He should put the ball in the opposite-from-the-driving hand, hold it high as if on a golf tee, and then experiment driving it off the hand. He should watch carefully where the ball is hit, from what angle, and what happens to it on each drive. Next the spiker may then throw the ball up, or have someone else do it, and try to apply the same powerful drive. The next step is to take the ball to the net, use a take-off, and spike the ball into the opponents' court. This should be practiced with a lower net.

BLOCK - The block includes defensive plays of receiving the serve, covering behind the spiker, and recovery shots. Blocking is a defensive play close to the net in which the players attempt to intercept the ball at the position where it crosses the net. The blocker jumps high and raises his hands above the head allowing the ball to rebound from the hands back into the opposing court. The blocker may not touch the net or go over the net with any part of his body.

__Key__:
I - Introduce
R - Review; if needed, reteach
O - Optional

VOLLEYBALL

Content Progression Chart

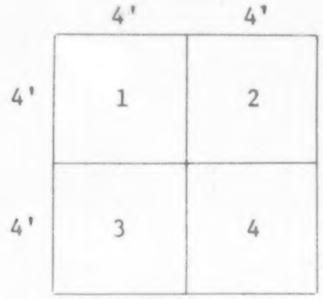
Activity	Skills Involved	Suggested Grade Level K	1	2	3	4	5	6	Page
Organization for Drills	Serving, volleying, setting, and passing			I	R	R	R	R	11
Four Square	Bounce, serve, return a ball after a bounce			I	R	R			78-79
Tetherball	Serving, hand-eye coordination, and timing			I	R	R			80
Volley Beat Ball	Throwing, catching, base running, serving, and team play				I	R			81
Screwy Louie	Volleying				I	R	R	R	81
Newcomb	Catching, throwing, rotation of players, team play				I	R	R		82
Prisoner's Ball	Throwing over net, catching a ball					I	R		83-84
Mass Deck Tennis	Catching, throwing a deck tennis ring					I	R		84
Bound Ball	Serving a volleyball, controlling a volleyball with the hands, and rotating						I	R	85
Modified Volleyball	Serving and volleying						I	R	82
Four Court Volleyball	Volleying						I	R	86
Volleyball	Serving a volleyball, returning the ball to the opponents' court						O	I	87-88

FOUR SQUARE

Area: Playground or all-purpose room

Supplies: Volleyball or 8 1/2 inch playground ball

Formation: A court, 8 feet by 8 feet, divided into quadrants



Four players, one for each quadrant. Not more than four players should wait for a turn.

Skills to be Taught: To bounce-serve a ball; to return a ball after it has bounced once in a quadrant

Procedure: Class should be arranged in groups of eight to ten players per four square court. Four players take position in the court by standing on the outside corner of each court. The player in the court numbered 4 is the server. The server begins the game by dropping the ball into his own court. As the ball rebounds upward, the server uses an underhand volley to direct the ball into one of the other three squares. The player in the square where the ball lands must redirect the ball to another square using an underhand volley. Play continues by volleying the ball from square to square until an error is committed. The person responsible for the error leaves the court and takes a position at the end of the waiting line. Remaining players rotate to a higher numbered square thus filling the vacant square and allowing the next player in line to take position in square number one. Only the players in spaces with numbers lower than the vacated space will rotate. The game is then continued with the server repeating the starting procedures. Players are eliminated when they commit the following errors:

1. Using an overhand volley (palm down)
2. Volleying the ball out of the court
3. Volleying the ball into his own court

4. Volleying the ball onto a line

5. Touching the ball before it bounces in his court

6. Allowing the ball to bounce more than once in his court before returning the ball to another court

7. Catching or holding the ball momentarily before returning it to another court

The object of the game is to remain in the game as long as possible and to earn the right to become server by eliminating players in squares with higher numbers than your own.

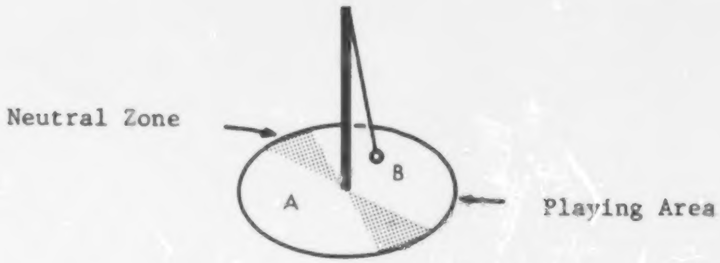
Teaching Suggestions:
1. Appoint a competent official for each game. On questionable decisions the group may vote on which player is out or if the play should be taken over.
2. Encourage players to volley the ball in a manner that allows the returner a fair chance to return the ball. Extremely fast returns (slams) should be discouraged and may be counted as errors at the discretion of the leader.

TETHERBALL

Area: Playground

Supplies: Tetherball and pole

Formation: Opponents must stay in their playing area



Skills to be taught: Serving; hitting a ball with the fist; timing; developing hand-eye coordination

Procedure: The object of the game is to wind the rope in the desired direction by hitting the ball with the fist. The opponent tries to hit the approaching ball in the opposite direction. Both players try to wind the ball completely around the pole. To begin the game, the server stands on the playing area and hits the ball. The ball is not in play until it has passed through the opponents' zone.

Fouls include the following:

1. Allowing the rope to wrap around the hand
2. Touching the pole with the hands
3. Stepping out of the playing area
4. Catching the ball
5. Dribbling the ball

The penalty for a foul is a free hit for the opponent. The free hit is taken like the serve, with the exception that the rope may not be unwound more than one-half turn before the hit is taken.

A point is scored by the player in whose direction it is wound, regardless of which player completed the winding. After a point is scored, the serve goes to the loser. A game can be set to any number of points or played within a time limit.

Teaching Suggestions:

1. Divide the class into small groups.
2. If tetherball sets are limited, have another activity going and alternate groups to provide for maximum participation.
3. Variation: Have game end when a foul is committed.

VOLLEY BEAT BALL

Area: Playground or softball diamond with 35 feet between bases

Supplies: Volleyball, bases

Formation: Players assume positions as in softball or kickball

Skills to be Taught: Throwing; catching; base running; serving; team play

Procedure: The batter holds the ball while standing at home base and hits it into the field with a volleyball serve. He then starts running to first base and on around the bases without stopping. The fielders retrieve the ball and throws it to first base. From first, the ball goes to second, to third, and then to home. If the ball beats the runner to any base, the runner is out. The runner scores one point if he beats the ball back to home base. After all members of a team have batted, teams change places. The batter is out if a fly ball is caught or if he hits a foul.

Teaching Suggestions:

1. If runs are scored too easily, move bases out to 40 or 45 feet.
2. Variation: Let the ball start at third or first and go around the bases in either direction. This makes a faster game and requires more thinking on the part of the fielder.

SCREWY LOUIE

Area: Classroom

Supplies: A balloon or a light vinyl ball; a net or heavy cord, with the top of the net located at height suitable for those playing.

Skills: Volleying

Formation: Players are divided into two teams, as for volleyball.

Procedure: The balloon is served and played as in volleyball. After the service, the balloon may be sent either to a teammate or over the net. The balloon is played regardless of whether it hits the wall or ceiling. With practice, players learn to use wall and ceiling as an aid when playing the balloon. Rotate players as in volleyball.

Teaching Suggestions:

1. Allow five hits per team to get the balloon over the net. No person may hit it twice in succession.
2. Allow unlimited number of hits to get the balloon over the net.

NEWCOMB

Area: Volleyball court

Supplies: Volleyball, net, and standards

Formation: Children are divided into two equal teams and assume a random formation on the courts.

Skills to be taught: Catching and throwing

Procedure: The players may play any place in their court. Players throw the ball back and forth across the net. The object is to get the ball into the opponents' court so that they miss the ball and it falls to the floor. When this occurs it is a point for the throwing team. If the ball lands outside the boundary lines or strikes the net and falls to the floor, the receiving team wins a point. The first team scoring 15 points wins. Play starts when a child throws the ball across the net to the other team. As soon as the ball strikes the floor the ball is put back into play by the child who picks up the ball. If child holds the ball more than five seconds, or takes more than two steps while holding the ball, the opposing team is given a point.

Teaching Suggestions:
1. Children can play any position, no rotation for a fast game.
2. To give more practice in volleyball procedures, play the game as regulation volleyball with the exception that volleying the ball is replaced by throwing and catching.

MODIFIED VOLLEYBALL

Area: Volleyball court

Supplies: Volleyball, volleyball standards, volleyball net

Formation: Two even teams

Skills to be Taught: Serving; volleying

Procedure: Same as Newcomb except that the ball must be volleyed both in serving and in playing the ball. A point is scored each time the ball strikes the floor or goes out of bounds. The child who has the ball after a point is scored is the next server. This makes for fast action and much scoring.

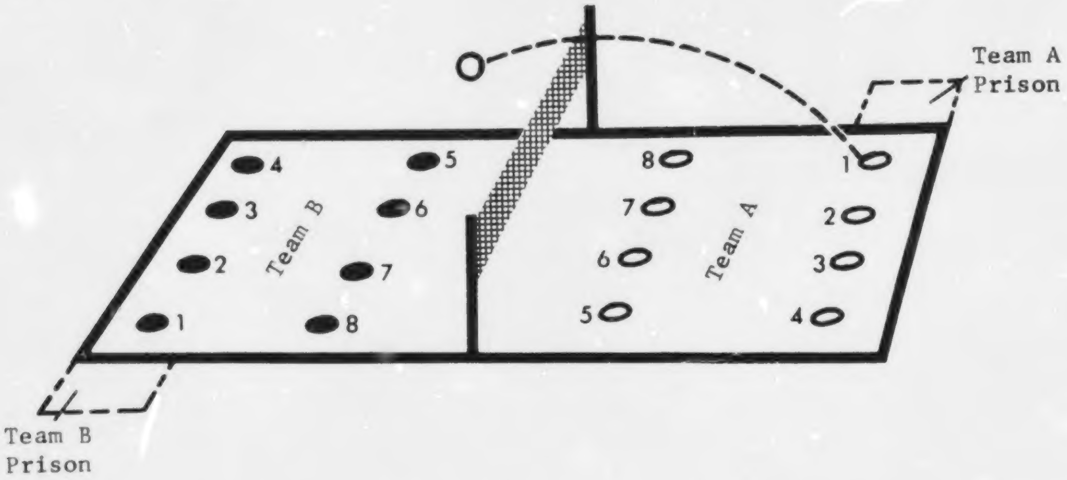
Teaching Suggestions:
1. Keep eyes on the ball.
2. Play in assigned area.
3. See Newcomb.

PRISONER'S BALL

Area: Volleyball court, all-purpose room, or playground

Supplies: Volleyball, volleyball net or rope

Formation: Form two teams of eight each, placed as shown in the illustration below.



Skills to be Taught: Throwing the ball over the net; catching a ball

Procedure:

1. Players on each squad take the positions as shown in the illustration.
2. The game starts as one of the players on Squad A calls out the name of any player on Squad B and throws the ball over the net.
   a) When the ball is caught by any member of the receiving squad, the player whose name was called is saved. Play resumes as the player who caught the ball calls out the name of a player on the opposite squad and throws the ball back over the net.
   b) If the served ball is not caught by a member of the receiving squad, the player whose name was called becomes a prisoner of the serving squad and goes to its prison. Both squads rotate, and the ball is returned to the player who threw the ball for another turn.
   c) If the ball lands outside the boundaries of the court or hits the net, it is dead. The ball is then given to any player on the opposite squad to throw back.
   d) If a player takes more than one step with the ball or touches the net with any part of his body, the ball is given to the opposing squad.
3. Each squad has the privilege of recovering its prisoners in the following way: A player throws the ball over the net and shouts "Prisoner" instead of the name of a player on the opposing squad. If the ball is not caught, the prisoner who has been in prison the longest must be released. The prisoner returns to his original

position with his squad. Both squads rotate, and the ball is returned to the thrower for another turn.

4. Rotation: Each squad will rotate clockwise one position each time that a prisoner is taken or released.
5. The game continues as the ball is thrown back and forth over the net.
6. Scoring: The squad with the most prisoners at the end of a predetermined period wins.

Teaching Suggestions:

1. Rear line players should be encouraged to throw the ball to other team members in their own front row, who are in a better position to throw the ball over the net.
2. Each player should be instructed to play only in his immediate zone.
3. Additional players may be divided equally among the two teams.

MASS DECK TENNIS

Area: Playground or all-purpose room

Supplies: Deck tennis rings, rope, or net

Formation: Players divided into equal teams, with one team on each side of rope or net stretched across center of court. Size of court may vary.

Skills to be Taught: Catching and throwing a deck tennis ring

Procedure: Game is started by one player throwing a ring over rope or net. Any opposing player may catch it and throw it but may not relay it to another player on his team. Play continues until a point is scored. Team scored upon puts rings in play again. Point is scored each time ring hits floor in opponents' court and when one of the following fouls is committed:

1. Hitting net with ring
2. Throwing ring under net
3. Relaying ring or having two teammates touch it in succession
4. Throwing ring out of bounds if opposing team does not touch it

Game is played in two ten-minute periods.

Teaching Suggestions:

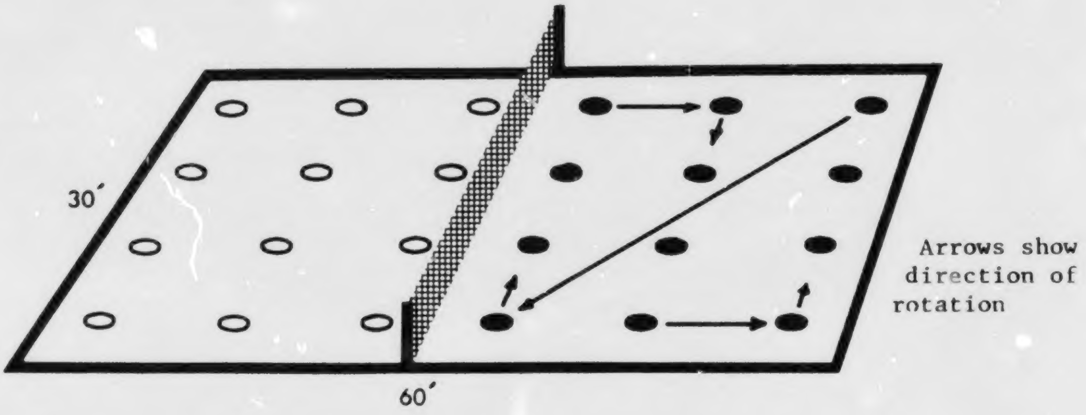
1. Use volleyball and give serving team right to score.
2. Fifteen points is a game.
3. Rotate so that players will not play the same position the entire game.

BOUND BALL

Area: Playground or all-purpose room

Supplies: Volleyball and net (4 feet high)

Formation: Divide the class into two teams of equal ability, and arrange them on each side of the net into three rows.



Skills to be Taught: Serving a volleyball; controlling a volleyball with the hands; rotating

Procedure: The game is started by the player in the far right corner with a regular volley serve. One teammate may help the ball over the net on the serve. The ball must bounce once on the opposite court before the opposing team may return it. The opposing team has three hits in which to return the ball; however, the ball must bounce between each hit. The last person to touch or hit the ball before it goes over the net must hit it underhand. A player continues to serve as long as his side scores. Only the serving team may score. Balls landing on boundary lines are good. The first team to earn fifteen points is the winner. Fouls include:

1. Touching the net
2. Holding the ball
3. Hitting the ball twice in succession
4. Hitting the ball before it bounces
5. The ball's hitting any part of the body other than the hands

Teaching Suggestions:

1. Practice serving and volleying skills prior to playing the game.
2. Encourage players to hit the ball with the heel of the hand when serving.
3. Players must play their positions and may not run all over the court.

FOUR COURT VOLLEYBALL

Area: Volleyball court

Supplies: Volleyball, net, light rope

Formation: Class is divided into four equal teams. One team in volleyball formation on each court

Skills to be Taught: Volleying

Procedure: A light rope is stretched across and perpendicular to the main net at the same height as the net to form four courts. The ball is volleyed into play by the person holding the ball. The ball may be volleyed into any of the three remaining courts. The ball is played as in regular volleyball except that it may be volleyed into any of the four courts. The team failing to return the ball legally scores one point. Negative scoring is used. The game may be terminated in three ways:

1. Each team scoring five points becomes eliminated until one team remains as the winner. Ball may not be played into the court of an eliminated team.

2. The team with the least points at the end of a preset time period is the winner.

3. The team with the least points after one team scores ten points becomes the winner. This method requires a degree of strategy since the team that wins is dependent on the errors of the team having the most points.

The ball is placed into play by the person holding the ball after a point is scored.

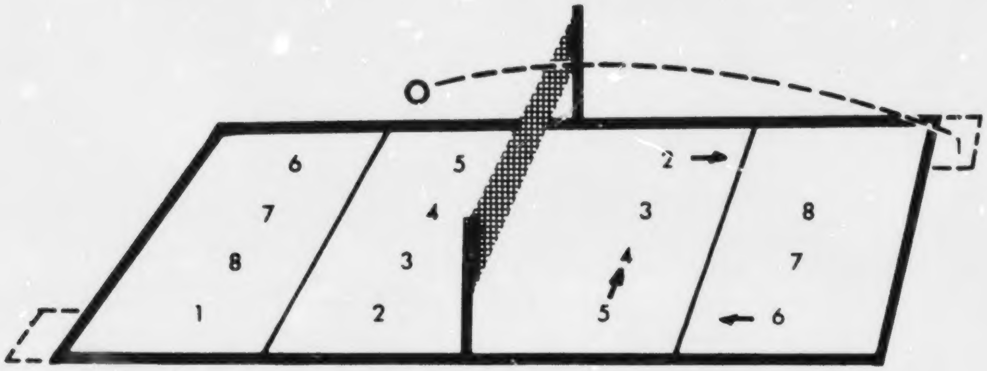
Teaching Suggestions:
1. Encourage teamwork by stressing the importance of the set-up.
2. Rotate by having the front line change places with the back line after each game.
3. Anchor the rope to a sturdy object which will not tip easily if wall attachment is not feasible.

VOLLEYBALL

Area: Volleyball court

Supplies: Volleyball

Formation: Two squads with nine or fewer players on each, as shown on the diagram below.



Skills to be Taught: To serve a volleyball; to return the ball to the opponents' court

Procedure:

Rules

1. Players on each squad are numbered and placed in the positions as shown in the illustration.
2. To start the game, player No. 1 on the serving squad serves the ball to the receiving squad. The server stands behind the baseline in the right-hand corner of the court and serves the ball directly over the net. The server is allowed only one serve. Exception: If the ball hits the top of the net and falls into the opponents' court, the server is allowed another serve (let ball). Before serving, the server calls out his score, the opponents' score, and word, "Service," in that order.
3. To return the ball, a player is governed by the following rules:
    a) A receiver is allowed to volley the ball only once to send it into the opponents' court or to a teammate in a better position to volley it over the net.
    b) The ball may not be volleyed by more than three different players on the same squad before it is sent over the net.
    c) If the ball hits the net on the return and falls into the opponents' court, it is good and must be played by the opposing squad.

    d) If the ball hits the net on the return and falls into the court from which it was sent, it may be played, provided that it was not volleyed by more than two different players before it hit the net.

4. The same continues as the ball is hit back and forth over the net.
5. Violations: When committed by the serving squad, the service is lost (side out); when committed by the receiving squad, the serving squad scores a point.
    a) Failing to make a good serve
    b) Allowing the ball to hit the court surface
    c) Returning the ball in any manner other than blocking and batting the ball in the air. (The ball may not be caught and thrown.)
    d) Volleying the ball by more than three different players on the same squad
    e) Permitting the ball to touch the ground outside the court boundaries (A ball other than the serve hit outside the court boundaries may be played, provided that it has not hit the ground.)
    f) Failing to return the ball over the net
6. Rotation: Before a squad serves, each player on the squad rotates clockwise one position. In this way, each player on both squads will have an opportunity to serve.
7. Scoring: Only the serving squad scores points. A total of 15 points constitutes a game. Exception: The winning team must win by two points.

Teaching Suggestions:

1. It should be stressed that each player should play his own position.
2. Squads should change sides after each game.
3. Better teamwork will result if players in the back row relay the ball to players in the front row who in turn hit the ball over the net.
4. A good way to return the ball to the opposing squad is to roll it under the net to the server.
5. The distance from the service line to the net may be adjusted in accordance with the ability of the players.
6. Children with lesser ability may be allowed to block the ball (tap it upward) and then volley it over the net.

Summary of Important Volleyball Rules

1. At the opening of the game the ball shall be put in play by the player in the right back serving position.
2. The server shall stand with both feet back of the rear boundary line. The serving area is the right one-third of the back boundary line.
3. A server may have a second serve in case of a let serve.
4. After the serve is delivered, players may take any position on their respective sides of the court. Serving order must be followed.
5. The server shall continue to serve until "side out" is declared.
6. A ball other than the serve may be recovered from the net, provided the player avoids touching the net.
7. A ball, except in serve, striking the net and going over is still in play. On the serve there is no such thing as a net ball. It is a violation if it does not go over.
8. A player is not allowed to break the plane of the net; however, contact with the line is permitted.
9. When a ball touches the boundary line it is considered good.
10. It is permissible to play a ball out of bounds. However, if the ball is not played successfully it counts against the player touching it.
11. The ball may be volleyed only three times before being returned over the net.
12. The ball must not be "carried" when volleying.
13. Playing the ball twice in succession constitutes a foul.
14. If the ball touches a player he is considered as having played the ball.
15. Points are scored only by the serving team.
16. A game by points is won by either team when the score is 15 points with a two-point advantage such as 15-13, 16-14, 17-15, etc.
17. Teams shall change courts at the end of each game.

TRACK AND FIELD

OBJECTIVES

The objectives of this track and field unit are to:

Develop techniques of efficient body movement

Increase endurance

Develop agility

Develop specific skills related to track and field

Develop uniform track and field terminology

OVERVIEW

Track and field activities are popular with youngsters in the intermediate grades and should be included in the program during the spring. Pupils should be encouraged to watch their progress through posted record sheets. Their satisfaction in their own achievement is an excellent motivation for the instructional program. While the very nature of track and field is competition, the competitive aspects must not be overemphasized. Activities should be geared to the age and ability level of the child.

SAFETY

1. At the beginning of the season, increase the amount of activity slowly. Do not let children go "all out" until a period of conditioning has been accomplished.
2. Both runners and jumpers should warm up sufficiently. Stretching exercises, particularly those for the hamstring muscles, are of value.
3. Pits should be supplied for jumpers when possible. Be sure that the surface is kept loose and the contents well-distributed.
4. Muscle soreness can appear anywhere and should receive little attention unless it is confined to the front of the thighs. This indicates that the child has been overdoing the sprints and should take things a little easier.
5. In the elementary school, competition should be confined to the sprints in the running events. Children may run farther for pace and form but this type of running usually should not be competitive.
6. Shoes must be worn for all events. Sneakers or tennis shoes are recommended. Track shoes with metal spikes will not be allowed in elementary school.

HISTORY AND BACKGROUND

The sports of running, jumping, and throwing have been popular for many centuries.

The pattern for our modern track and field events was developed during the Golden Age of Greece at the Olympic Games which began in 776 B.C. and were held every four years until A.D. 394. The Olympic games as we know them today were revived at Athens in 1896.

Participation in track and field events in early Greek times was a demonstration of strength and excellent preparation for the life of a soldier. The throwing and running events of the famous early Olympic games are today the most prominent events in track and field contests throughout the world.

Although there have been changes in the events of track and field competition throughout the years, the changes have made the sport more interesting and more competitive. Standardized rules and regulations have been established for track and field events for both boys and girls. Track and field events for girls first appeared in Amateur Union meets in 1923.

Although there is no official competition between countries in the Olympics, the United States had maintained a position of leadership in track and field Olympic competition until recent years.

The track and field events are classified as running, jumping, and throwing events. Running events include sprints, distance running, and relays. Jumping events include hurdles, broad jump, pole vault, and high jump. Throwing events include the discus, javelin, and shot put. Boys and girls compete in all these events. The girls do not compete in distance running and pole vaulting.

TRACK AND FIELD TERMS

Baton - A stick which is passed between runners on a relay team

Crossbar - A long lightweight bar resting on two stands used in the high jump

Exchange - The passing of a baton between runners in a relay race

Exchange zone - A twenty-two yard zone where the baton may be legally passed during an exchange. This zone may be lengthened according to prevailing track and field rules.

Field events - Throwing and jumping events

Heats - Preliminary trial races to reduce a large field of runners. Winners of preliminary heats enter a final event to determine final winners

High jump - A field event where the performer leaves the ground with one foot and attempts to jump over a raised bar

Lane - A strip or alley on the track that a runner must stay within to run a race legally

Lap - The complete distance around a track

Leg - Each runner's portion of a relay

Long jump - A field event that is also known as a broad jump

Relay race - A track event in which four runners compose a team and where each participant runs a certain distance and passes a baton to a teammate

Run - An event where the runner maintains as much speed as possible while conserving enough energy to complete the distance

Shuttle relay - A relay run back and forth between two points. Each runner may run one direction only.

Sprints - Events run at top speed for the entire race

Start - The beginning of a race.

Starting blocks - Steps or apparatus placed on the track so that a sprinter may get a good start

Starting command - A verbal direction by the starter to position the runner for the start of a race

Stride - The distance covered by one step in running a race

Takeoff - The act of leaving the ground when executing a leap as in the long jump or high jump

Takeoff board - A board used as the takeoff point in the long jump and triple jump events. The front of the board is used as one point of measurement and is also the foul line for the event.

Takeoff foot - The foot which the athlete uses to drive himself off the ground

Skills relating to track and field are described in the activities section of this unit.

Key:
I - Introduce
R - Review; if needed, reteach
0 - Optional

TRACK AND FIELD

Content Progression Chart

Activity	Skills Involved	Suggested Grade Level K	1	2	3	4	5	6	Page
	TRACK TECHNIQUES								
Starting Techniques and Procedures	Starting mechanics	0	0	0	I	R	R	R	95
Running and Sprinting Form	Body lean, knee lift, proper breathing, finishing	0	0	0	I	R	R	R	96
Basic Relays	Touch off exchange, relay technique	0	0	0	I	R	R	R	97
Starting Forms	Standing start, bunch start, elongated start				0	I	R	R	98
Baton Exchange	Visual exchange, blind exchange				0	0	I	R	99
Baton Passing Drill	Baton passing techniques					0	I	R	100
	FIELD EVENTS								
Standing Long Jump	Jumping for distance, landing		0	I	R	R	R	R	101
Standing Triple Jump	Hop, step, and jump technique				0	I	R	R	101
Running Long Jump	Approach, takeoff, landing				0	I	R	R	102
Running Triple Jump	Approach, takeoff, landing					0	I	R	103
Softball Distance Throw	Overhand throwing technique				0	I	R	R	104
High Jump	Approach, takeoff, straddle roll, and landing						0	0	105

STARTING TECHNIQUES AND PROCEDURES

Area: Playground

Supplies: None

Formation: Runners form squads behind a starting line

Skills to be Taught: Following directions and basic starting commands

Procedures: Starting Commands: Two types of starting commands will be described for use with elementary school children:

1. Two Command Start: The two command start is used when all the runners in an event use a standing start. The runners are instructed to come up to the starting line in a ready position. When all runners are on the line in an attentive position, the first command of "runners ready" shall be given. When the runners are motionless the starter gives the signal to run. This signal may be a whistle blast, a gun report, or the word "go." This type of start is used in the longer distance runs.

2. Three Command Start: The three command start is used when a crouch position is used by one or more of the runners. The runners are given the command "get to your marks" or "on your marks." This is the signal for the runners to assume a ready position in their blocks or holes. The runner places his feet in the blocks with his weight or his rear knee and arms extended. The head should be held steady with the eyes focused on the starting line. On the command "set" the runner rises to a position with his hips a few inches higher than his shoulders. The shoulders move forward causing most of the body weight to shift to the hands. The arms remain straight and unbent in this position. When all runners are motionless the signal to run is given. This may be a whistle, a gun, or the word "go." The runners push mainly from the front foot with some force from the rear foot. The rear foot must immediately recover from the initial force and move forward for the first step. It is important that the sprinter come off his block at a low angle to enable his legs to exert the force forward instead of up. The runner gradually assumes an upright running position. He should assume the upright position about fifteen yards from the starting line.

RUNNING AND SPRINTING FORM

Area: Playground

Supplies: None

Formation: Varies to fit the situation

Skills to be Taught: Body lean; breathing; knee lift; and finishing

Procedures: Sprinting Form: The sprints and dashes are races which are performed at top speed for the entire race. A sprinter must employ a good body lean if he is to exert his greatest force in the desirable direction. The sprinter should run well upon the balls of his feet and have a long and powerful stride. The knees are lifted high during the stride to about the height of the hip. The arms are flexed and are pumped vigorously for momentum. The arms should move straight forward and back to prevent lost motion. The front arm swing should be about as high as the shoulders. The body lean should be such as to allow the runner to lift his knees high with minimal effort. The finish of the sprint is very important and must be practiced. The sprinter must be able to judge the correct moment to lunge his chest forward and throw his arm up and out. If he attempts the lunge too early he will lose his balance and thus lose speed. In the short distance sprints the runner will need to take only a few breaths during the event. Holding the breath sometimes allows a greater effort by the runner. In the longer sprints the breath should be held for the beginning of the race and intermittently during the remaining part of the event.

Running Form: Distance for elementary children would include races which would not be run at top speed for the entire distance. This distance will vary according to the age of the child. Seventy-five yards for a first grader would be equivalent to two hundred yards for a sixth grader. The running form for the middle distances requires the runner to conserve effort while maintaining good speed. The runner assumes less body lean than in the sprints. His head is held up and back which reduces the height of the knee lift. The heel of the foot is the first part of the foot to touch the ground. As the body weight travels over the foot, the weight is transferred to the ball of the foot. The stride should be long enough to allow the runner to cover the distance quickly but not so long as to require the runner to jerk forward with each stride. The middle distance runner should approach the finish line with sprint form. He should estimate the point in the race where he should begin his sprint. This of course is an individual factor and depends on the runner's conditioning. Finishing is the same as for the sprint. The runner should breathe through the mouth in a natural manner.

BASIC RELAYS

Area: Playground with a starting line and designated finish line

Supplies: Batons, deck tennis rings, bean bags for each team are optional.

Formation: Teams of four to six runners standing behind a starting line

Skills to be Taught: Touch off exchange and relay technique

Procedures: Basic Relay: Relays provide simple competition which can be used effectively as low as the first grade. Individual ability as well as team work can effectively be taught with relays. Relays can be combined with skills teaching such as skipping, hopping, or other locomotor skills. After skills have been taught and practiced sufficiently, they may be used in relays.

Children participating in basic relays should be divided into equal teams of four to six runners. The teams are placed into lines with the first runner of each team standing back of an established starting line. All members should be given directions for the relay. If possible, a demonstration should be given to show the runners the course they will run. The course should be set by the instructor.

Runners are instructed not to cross the starting line until their teammate has given them the signal to begin. The signal may be a simple hand touch as the runner finishes his leg of the relay. It may be the passing of a baton, a deck tennis ring, or bean bag to the next runner. When the signal or exchange has been given, the next runner begins his leg of the relay. A runner finishing his leg of the relay takes a place at the end of the line.

Team members completing their leg of the relay in an incorrect manner or beginning their leg of the relay prematurely will disqualify their teams. Starting and finishing rules should be strictly enforced. Older children may participate in relays where each relay member runs a portion of the course. In this type of relay, the members of each team assemble on the starting line for instructions. The first runner from each team remains on the starting line as the remaining legs of the relay assume their stations. It is helpful if members of each team be identified by use of a colored jersey to prevent confusion at each exchange position. A baton, deck tennis ring, or touch off may be used in the exchange.

Shuttle Relay: The shuttle relay is run between two parallel lines. The distance between the lines varies according to the age levels of the competitors. A good standard to follow would be thirty yards for third graders, forty yards for fourth graders and fifty yards for fifth and sixth graders.

Each team has one-half of their runners behind each parallel line. The two parts of each team face each other. On the signal to begin, the designated starter runs to the opposite line. As he passes his team member on the right side, he touches his hand or head to signal him to begin his leg of the relay. The remaining runners proceed in the same manner until the two parts of the teams have exchanged places.

A variation of this relay is to continue the relay until all runners are in their original position. This means each runner runs two legs of the relay. Deck tennis rings may be used for the exchange.

STARTING FORMS

Area: Playground with a starting line

Supplies: Starting blocks are optional

Formation: Runners form squads behind the starting line

Skills to be Taught: Standing, bunch, and elongated starting forms

Procedures: Standing Start: The standing start is used for races with younger children or for races of greater distance where initial speed is not of the most importance. The runner approaches the starting line and places his left foot to the line with his right foot slightly in back of the left foot. The weight is shifted slightly to the front foot. The right arm is held slightly back of the right hip. The left arm is held in front of the body with elbow slightly flexed. On the go signal, the runner pushes forward with both feet. As the body begins to move, the rear leg moves forward to take the first stride. Arm motion will be natural.

Bunch Start: The bunch start is a variation of the crouch start and requires starting blocks or holes dug into the starting surface. For this start, the rear block is placed in a position to allow the knee to be slightly in back of the starting line when the foot is on the block. The other block is placed about one foot length in front of the rear block. A right handed person normally starts with the right foot back. Modifications to the bunch start can be made to accommodate individual preferences.

Elongated Start: In this variation of the crouch start, the front block is adjusted so the knee falls almost to the starting line when the foot is on the block. The rear block is placed in a position so the knee falls opposite the other block when the foot is resting on the block. Some runners will wish to modify this start to best fit their style.

BATON EXCHANGE

Area: Playground with running room

Supplies: Batons or one foot lengths of broomstick

Formation: Players are placed in a line or lines with 20 or 30 yards between runners

Skills to be Taught: Visual exchange; blind exchange

Procedures: Visual Baton Exchange: The visual exchange is used in cases where speed is not of utmost importance and when the exchange zone is on the straightaway. The receiving runner stands at the back of the zone with his body turned to the right. As the approaching runner nears a predetermined point, the receiving runner extends his right hand back and begins to move forward. He must estimate the approaching speed of the runner and accelerate accordingly. At the time of the exchange both runners should be moving at the same speed. The receiving runner watches the approaching runner during the exchange. He must use peripheral vision to assure that he remains in the correct lane during the exchange.

Although two basic hand positions are preferred for this type of exchange, most coaches prefer the open-hand palm-up method. The receiver opens his hand fully with the fingers together and pointed slightly outward. The thumb is pointed toward the body. The exchange is made from left hand to right hand.

Blind Baton Exchange: The blind exchange is used in relays where speed is important or when the exchange is made on a curve. The receiver stands at the back of the zone and watches the approaching runner. When the runner reaches a predetermined point, the receiver turns and begins to accelerate. When speed is attained, the receiver extends his right hand to a position back of the hips. The hand is held open with the fingers together and thumb spread wide. The open palm should face the approaching runner. The receiver must keep his right hand as steady as possible during the exchange. After receiving the baton, the receiver immediately transfers the baton to his left hand.

BATON PASSING DRILL

Area: Playground

Supplies: Six batons

Formation: Children stand in a single file about one arm's length apart

Skills to be Taught: Hand position; blind and visual exchange technique; and carrying the baton

Procedures: For the blind exchange technique, the children extend their right hand back of their right hip with the palm open. The palm should be facing the person in back of them with the thumb spread wide to form a V. All children are instructed to face forward and not to look backward. The leader stands at the back end of the line with the batons. He passes one baton into the right hand of the last student. The student receives the baton, switches it to his left hand, and passes it to the next student. This continues until the baton reaches the first player. The leader may start a second baton as soon as the first baton has passed the third student. The last student receiving the baton runs to the back of the line and passes it forward. This allows the instructor to make corrections during the drill.

When the students have learned the technique they may be divided into two lines and continue the drill. By continuous division of the line, the drill may be used as a relay. All batons are held by the last player in line until the signal to go is given. The last receiver of the baton runs to the end of the line and holds the baton over his head. The first team finished is the winner.

If the students are divided into lines with less players, they may assume a greater distance between the exchanges and eventually learn the running exchange. The same drill may be used for the visual exchange. The type of exchange which the instructor plans to use in his unit should be taught first.

Teaching Suggestions:

1. Insist that each student follow the procedure correctly.
2. Instruct the passer to push the baton into the receiver's hand so the receiver knows when to grip the baton.

STANDING LONG JUMP

Area: Playground, all-purpose room

Supplies: Tumbling mats optional

Formation: Students line up behind a take-off board on take-off line

Skills to be Taught: Jumping for distance

Procedures: The jumper should toe the front edge of the take-off board or take-off line with feet slightly apart. Flex the knees, bring the arms backward and down. To take off, push off with the toes and forcibly bring arms upward. Land with both feet about shoulder width apart. Bringing the arms forcibly backward on landing may help to maintain the body at proper balance. A jumping pit may be used if available; if not, use tumbling mats or soft ground.

Teaching Suggestions:

1. Squad formation may be used with one take-off line for each squad.
2. The child may practice swinging the arms to help gain momentum for the final jump.
3. A tape measure or yardstick may be extended from the take-off line and parallel to the path of the jumper to facilitate scoring.

STANDING TRIPLE JUMP

Area: Playground

Supplies: None

Formation: Squads standing behind a starting line

Skills to be Taught: Takeoff; technique; and landing

Procedures: The front player in each line stands on his left foot with his foot behind the starting line. The contestant hops forward, landing on the same foot; steps forward, landing on the opposite foot; and finally jumps forward, landing on both feet. The three movements are performed without a pause. If possible the take-off line should be placed in such a manner that the last jump will be made into the jumping pit. A contestant finishing his turn returns to the end of his line. The instructor can observe the form and make corrections during the drill.

The triple jump should be practiced until form is mastered. It may then be used for competition.

Measurement for this event is taken from the front of the starting line or take-off board to the point of contact nearest to the board after his final jump.

Teaching Suggestion: Jumpers should explore the use of either foot as their take-off foot.

RUNNING LONG JUMP

Area: Jumping pit with twenty yard approach

Supplies: None

Formation: To teach the basic technique, the class should be in a spread formation with space in front of each child.

Skills to be Taught: Approach; takeoff; flight; and landing

Procedures: Before actually jumping, the children should be taught the correct take-off form.

Right handed jumpers should practice using the left leg as the take-off leg. Children are instructed to step forward onto the left foot. The right knee swings forward and up to hip height as the left foot pushes the body forward and upward. The left knee is raised to the same height as the right knee. The position of the body during the flight will resemble a chair-sitting position. The arms are thrown forward during takeoff to assist in adding momentum to the jump. The jumper should land in a semisquat position on the heels of both feet. The body should pitch forward after the jump.

When this skill is mastered, the children are taught the approach to the take-off board. A mark is placed on the approach. All runners start on the mark and run through the approach. Runners should be instructed to always begin with their left leg. The instructor watches each runner as he runs over the take-off board. If the left foot strikes the board correctly, the approach is correct. If the left foot strikes the ground one foot in front of the board, the runner is advised to start his approach one foot back of the beginning mark. Each runner is advised to make individual adjustments. The run-through should be practiced several times before actual jumping. The procedure for jumping is the same as explained previously when no run was used.

Teaching Suggestion: Some jumpers prefer to use the same take-off leg as their dominant hand. Practice using both ways is encouraged.

RUNNING TRIPLE JUMP
(Hop, Step, and Jump)

Area: Jumping pit with a thirty yard approach

Supplies: None

Skills to be Taught: Approach; takeoff; execution; and landing

Procedures: The approach for the triple jump should be taught the same as the approach for the running jump.

Once the approach has been established and adjusted for each performer, the actual jumping may take place. The technique for the running triple jump is almost the same as for the standing triple jump. The takeoff should be made with the left foot for a right-handed person. As the left foot strikes the board, the right knee is swung forward, upward, and held. The left foot swings forward and slightly upward and then is extended downward to complete the hop and in preparation for the step. The step should not be so long as to stop forward momentum. As the right foot pushes forward and upward for the jump, both legs are brought forward and upward to form a sitting position in midair. As the performer begins to land, the feet are extended down with the knees flexed. The body is allowed to pitch forward upon landing.

Teaching Suggestion: Jumpers may explore the use of the right leg as their takeoff leg.

SOFTBALL DISTANCE THROW

Area: Playground with a throwing zone marked by two parallel lines six feet apart. Several short zones or one long zone may be used.

Supplies: Twelve softballs and a tape measure

Formation: Children form squads behind the throwing zones and face the throwing area.

Skills to be Taught: Overhand baseball throw for distance

Procedures: The first thrower from each squad stands to the rear of the throwing zone. The last thrower takes a position in the field where the ball will land. This retriever will remain in the field until his entire squad has thrown. He then is replaced by another squad member. The thrower, if right-handed, stands between the restraining line and places his right foot in front of the back restraining line. The ball should be held in his right hand and six inches in back of the right ear. The thrower takes two side gallop steps toward the front line. His weight is carried on the right leg. He continues his second gallop step into an overhand throw by transferring his weight to his left foot and delivering the ball at about a 45 degree angle. The follow-through by the right arm and upper trunk will bring the weight onto both feet. Left-handed throwers would reverse the above directions. Mimicry may be used to teach the basic throwing techniques.

The instructor may use the tape measure to measure the distance of the members of one squad while the remaining squads continue to practice. Squads must be placed far enough apart to insure safety in throwing and returning the balls.

Teaching Suggestions:

1. Two retrievers may be used in the field. One marks the landing point as the other retrieves. By attempting two or three trials, the thrower can note his improvement.
2. Premarking the field with markers or field white helps in the measurement of this event.
3. The retriever should roll the balls back to the thrower.
4. Record the distance from the point of landing perpendicular to the front restraining line.

HIGH JUMP

Area: Playground with a jumping pit. Tumbling mats may be piled high to form a soft landing area

Supplies: High jump standards and crossbar

Formation: Contestants form a line to the left front of the pit at a distance of about 30 feet. The approach should be about a 45 degree angle to the crossbar.

Skills to be Taught: Approach; takeoff; execution of the straddle roll; and landing

Procedures: The contestant establishes a take-off point about one arm's length from the crossbar. This point may be adjusted as the crossbar is raised. As the jumper approaches the bar, he plants his left foot on the take-off point and leans slightly backward. The knee is slightly flexed and the arms are back and down. By planting the take-off foot firmly and forcefully kicking the right leg upward, the forward momentum is transferred into upward motion. The arms are swung upward and forward to gain height. As the body moves upward, the body leans backward and turns to face the bar. The right leg straddles the bar until the body is parallel to the bar and facing downward. The take-off leg is kicked upward to clear the bar. As the body clears the bar and begins to fall into the pit, the right arm is folded close to the chest. The landing may be made by touching the right foot and rolling on the right side of the body. In some cases a three point landing followed by a roll may be used. The jumper lands on his right foot and both hands and rolls on his right side. Caution should be taken to instruct the jumpers not to allow their right arm to be caught under their body during landing.

Teaching Suggestions:

1. The crossbar should remain in a low position until the jumping technique is mastered.
2. Mimicry may be used to teach the basic jumping technique.
3. Contestants should be encouraged to explore the angle and side of the approach.

SOFTBALL

OBJECTIVES

The objectives of the softball unit are to:

Develop a sense of fair play and cooperation

Increase strength, especially in the arms and shoulders, and in the legs

Develop the specific skills relating to the game of softball

Develop eye-hand coordination

OVERVIEW

Of all team sports taught in the elementary schools, softball seems to have the most carry-over value for adult enjoyment of leisure time.

Softball is a game enjoyed by a great number of people today from elementary school through adulthood, from informal backyard play to highly skilled semi-professional play.

Softball contributes to the development of endurance, strength, coordination, flexibility, and team play.

SAFETY

The following is a list of rules which should be observed when participating in softball skills:

1. The catcher must wear a mask.
2. The batting teams must be behind the backstop or a safe distance from the batter (30 feet).
3. Sliding is not permitted.
4. The batter must understand the importance of laying the bat down after hitting the ball.
5. The fielding team must understand their positions and the importance of not blocking the base path of the runner.
6. Regulation bases must be used and at no time should other objects be used as substitutes.

HISTORY AND BACKGROUND

The game of softball stems directly from baseball, which was originated by Abner Doubleday in Cooperstown, New York, in 1839. The concept of striking an object and running to a base can be traced to early colonial days.

In 1887, George W. Handcock developed rules and equipment for indoor play. This was the official beginning of softball as it is played today. In 1930 the game was adapted for play outdoors.

Due to increased interest in the game, the American Softball Association was formed in 1934 to standardize the rules. An attempt to conduct tournaments for women first took place as early as 1933, although there were standard women's rules for softball as early as 1926. Many developments through the years have resulted in rule changes pertaining to pitching and other skills. The rules have been fairly standardized to date for both men and women.

SOFTBALL TERMS

Assist - Fielding credit to a player who helps a teammate make a putout

Bag - Base

Base hit - Hit made by a batter which permits him to safely reach one of the bases without causing a teammate to be forced out

Base on balls - Four balls called on the batter and an advance to first base

Bases loaded - Base runners on every base

Bunt - Ball intentionally met with the bat and tapped slowly into the infield

Cleanup - Fourth hitter in the batting order

Count - Number of called balls and strikes

Diamond - Area formed by the four bases

Double - Two-base hit

Double play - Two base runners put out in same play

Error - Defensive misplay

Fair ball - Any ball which is legally batted and which is touched or stops in fair territory between home plate and first base or home plate and third base or which lands in fair territory and does not cross the foul line until after it passes first or third base

Fly ball - Any ball batted into the air

Force out - A play in which the base runner is out because he fails to reach the next base before the ball does, after he has lost his right to the preceding base because the batter has become a base runner.

Foul ball - Ball hit outside of fair territory

Foul tip - Batted ball which goes directly to the catcher and is caught by him

Full count - Three balls and two strikes

Ground ball - Batted ball which touches the ground before passing a base in either fair or foul territory

Home run - Hit which enables a batter to run all four bases and score a run

Infield - Fair territory bounded by and including the base paths

Inning - Division of the game in which each team has a turn at bat

Line drive - Batted ball that travels in a straight line

Out - Retirement of a batter or base runner during a play

Outfield - Fair territory beyond the infield

Overrun - To run beyond the base

Overthrow - To throw above the baseman's or fielder's head

Passed ball - Legally pitched ball which the catcher fails to hold

Pop-up - Short, high fly in or near the infield

Rubber - Pitcher's plate

Sacrifice - A bunt or a fly ball which permits a base runner to advance

Tally - To score a run

Triple - Three-base hit

Triple play - Three base runners put out in same play

Wild pitch - Inaccurately delivered pitch

SOFTBALL SKILLS

Skills to be taught are: throwing, catching, batting, and base running.

SOFTBALL THROWING - It is recommended that the very soft spongy-type ball be used for the smaller players and the beginners. The whiffle-type balls or scoop balls may be used, as well as fleece balls or other light weight types.

Overhand Throw - Starting Position - Feet apart, left foot forward, weight evenly distributed; ball held in right hand, left hand under ball

Action - Twist the body to the right as the ball is brought to a position near the ear and above the right foot. Shift weight to the right foot. Bend the right arm at the elbow. Keep eyes on target. Extend the right arm forward, rotate shoulders toward the left, and shift weight to the left foot, as the ball is released with a snap of elbow, wrist, and fingers.

Follow-through - After release of the ball, movement of the right arm continues, finishing with arm and fingers extended toward the target. The right foot comes forward to maintain balance.

Underhand Throw - Starting Position - Place feet apart on pitcher's plate, weight evenly distributed. Face the target. Hold the ball in the right hand and place the left hand under the ball.

Action - Twist the body to the right as the ball is swung down and to the rear of the body. Shift weight to the right foot. Straighten the right arm, on a plane with the shoulder. Keep eyes on the target. Swing the right arm forward parallel with the body, rotate shoulders to the left, step in the direction of the pitch with the left foot, and shift weight to the left foot as the ball is released.

CATCHING A SOFTBALL

Fly Ball (or above the waist) - Starting Position - Left foot forward, weight evenly distributed; hands in front of the body about waist height; eyes on the ball

Action - Keep eyes on the ball. Extend hands and arms to meet ball. Point the fingers upward with thumbs together and palms toward oncoming ball. Cup hands slightly. Permit hands and arms to give with the impact of the ball. Grip the ball with the fingers.

Follow-through - To complete the catch, the hands and ball are brought toward the body. The player is now ready to throw the ball.

Ball Below the Waist - Starting Position - Left foot forward, weight evenly distributed; hands in front of the body slightly below waist; the body slightly crouched in anticipation of the ball

Action - Keep eyes on the ball. Extend hands and arms to meet the ball. Point the fingers down, keeping little fingers together. Cup hands with palms toward the oncoming ball. Permit hands and arms to give with the impact of the ball. Grip the ball with the fingers.

Follow-through - To complete the catch, hands and ball are brought toward the body. The player rises and is now ready to throw the ball.

Ground or Rolling Ball - This is essentially the same as a ball below the waist except the crouch is lower and you extend the fingers to the ground with little fingers touching, remembering to move to a position directly in front of the oncoming ball.

BATTING

Batting from a Tee - Starting Position - Batting tee, adjusted to desired height, is placed on home plate with the ball resting on it. Feet are parallel and slightly spread. Weight is evenly distributed. Bat is held suspended over the right shoulder. Batter should stand slightly to rear of tee.

Action - Keep eyes on the ball. Transfer weight to the right foot. Take a short step in the direction the batted ball will travel, shift weight to the left foot, and swing the bat parallel with the ground, hitting the ball off the tee.

Follow-through - Twist the body to the left as the bat swings in an arc.

Batting a Pitched Ball - Starting Position - Feet parallel and slightly spread; weight evenly distributed. Left side faces the pitcher; head and eyes are toward the pitcher. The bat is held with the left hand near the end of the handle, the right hand just above the handle and touching the left. (If the bat is too heavy, the hands should be moved up several inches.) The trademark should face upward where the batter can see it as bat is held across the plate. The bat is suspended over the right shoulder with the left elbow at shoulder height.

Action - Keep eyes on the ball. Transfer weight to the right foot. Take a short step with the left foot in the direction of the pitcher, and swing the bat parallel with the ground at the oncoming ball as weight is shifted to the left foot.

Follow-through - Body twists to the left as the bat swings around in a wide arc. After the ball is hit, the bat is dropped within the first two steps as the batter begins to run toward first base.

Bunting - Starting Position - Stand in a comfortable stride position where you can reach a ball anywhere in the strike zone. Feet are 12 to 15 inches apart and parallel, side toward the pitcher. The bat is held off the shoulder and at the limit of the back swing.

Weight Movement - Weight is evenly distributed on the balls of both feet. Bring the right foot up about 12 to 15 inches from the left foot, and face the pitcher as he delivers the ball. Point the toes toward the pitcher.

Action - Left hand remains stationary. Right hand slides halfway up on the bat, fingers and thumbs behind the bat to hold it parallel with the ground. Hit the ball with the bat, down first or third base line, controlling the ball by the angle of the bat.

Follow-through - Drop the bat behind you after taking your first step toward first base.

BASE RUNNING - is that skill used by the batter to move around the bases after he has successfully hit a fair ball or received a walk. He must proceed from home base to first, second, third, and back to home in that order. He may stop on a base when not forced to move on by the next base runner. He must tag, or step on, each base. He may not run out of the baseline in order to avoid being tagged. He may not interfere with a fielder attempting to catch a batted ball. When the base runner is stopped at first, second, or third, he must remain on the base until the pitcher has pitched the ball to the batter.

PLAYER POSITIONING

1. Pitcher
   a) Backs up third base on throws from the outfield
   b) Covers first base on balls the first baseman fields
   c) Backs up the catcher on throws to the plate

2. Catcher
   a) Covers area around home plate
   b) Backs up first base when no one is on base

3. First baseman
   a) Stands about eight feet toward second base and a few feet behind the base line
   b) Fields bunts on his side of field
   c) Backs up second on throws from outfield

4. Second baseman
   a) Stands about fifteen feet towards first and ten feet behind the base line
   b) Backs up the first baseman on balls hit toward first and on double play throws
   c) Covers second on throws from the catcher
   d) Goes out to relay throws from the outfield

5. Third baseman
   a) Stands about eight feet toward second and a few feet behind the base line
   b) Runs in on bunt on the third base side

6. Shortstop
   a) Stands about one-half to two-thirds of the distance between second and third, and eight to ten feet behind the base line
   b) Takes flies and relays throws from the outfield
   c) Covers and backs up the second baseman
   d) Backs up the third baseman

7. Fielders
   a) Left - backs up the center fielder on fly balls
   b) Center - backs up the left and right fielders on fly balls
   c) Right - backs up the center fielders on fly balls
   d) Short fielder (optional) - may play anywhere in the field
   e) All fielders back up the infield

8. Playing a base is of secondary importance because players are so situated that at least two players are available to cover every base. Thus, fielding the ball is of primary importance.

Key:

I - Introduce
R - Review; if needed, reteach
O - Optional

SOFTBALL

Content Progression Chart

Activity	Skills Involved	Suggested Grade Level K	1	2	3	4	5	6	Page
Organization for Drills	Throwing, catching, batting, bunting	I	R	R	R	R	R	R	11
Hot Potato	Handling a ball (See Basketball Unit Page 55)	I	R						116
Magic Ball	Handling a ball (See Basketball Unit Page 47)	I	R						116
Roll Ball Relay	Catching a rolling ball		I	R	R	R			116
One-Base Kickball	Throwing, catching, running bases (Soccer Unit Page 22)		I	R	R	R			116
Center Base	Throwing and catching		I	R	R	R			117
Danish Rounders	Throwing, catching, hitting, fielding, running bases			I	R				118
Boundary Ball	Throwing, catching (Soccer Unit-Page 24)			I	R				119
Spud	Throwing, catching, dodging (Basketball Unit Page 55)			I	R	R			119
Newcomb	Throwing, catching (Volleyball Unit-Page 82				I	R			119
Cross Over Relay	Throwing, catching, running (Basketball Unit Page 60)				I	R			119
Bombardment	Throwing, catching				I	R			120
No Base Stop	Throwing, catching, running bases				I	R			121
Zigzag	Throwing, catching					I	R		121
Maryland Kickball (Softball)	Throwing, catching, running bases, kicking, pitching					I	R		122

SOFTBALL (cont'd.)

Activity	Skills Involved	Suggested Grade Level K	1	2	3	4	5	6	Page
Throw and Run Softball	Throwing, catching, running bases					I	R		123
Hit Ball	Throwing, catching, running bases (Soccer Unit-Kickball Page 28-29)					I	R		123
Throw Around	Throwing, catching, running bases					I	R	R	124
Tee Ball	Throwing, catching, running bases, batting					I	R		125
Long Base	Throwing, catching, running bases, batting					I	R	R	126-127
Two Pitch	Throwing, catching, running bases, batting					I	R		128
Work-up Rotation	Throwing, catching, running bases, batting					I	R	R	129
Softball	Throwing, catching, running bases, batting, pitching					I	R	R	130

Note: All games played with a regular softball may also be played with a whiffle ball.

. ACTIVITIES

HOT POTATO

See Basketball Unit, page 55.

MAGIC BALL

See Basketball Unit, page 47.

ROLL BALL RELAY

Area: Playground or all purpose room (two lines, 15 feet apart)

Supplies: One softball

Formation: File formation--leader behind one marking line, with teammates in a single file facing leader behind another marking line

Skills to be Taught: Rolling and catching a ball

Procedure: Leader rolls ball to first player who rolls it back to leader. First player goes to end of line. Leader then rolls it to each player by the same process. Point is scored for the team whose leader gets the ball back first from the last player in line.

Teaching Suggestions:
1. Children should remain behind the line while catching the rolling ball.
2. Players should be alert and ready to move forward when preceding players move to end of line.
3. Emphasize accuracy in rolling the ball. Change leaders each time a point is scored.

ONE-BASE KICKBALL

See Soccer Unit, page 22

CENTER BASE

Area: Playground or all-purpose room

Supplies: Playground ball

Formation: Children stand in a single circle, all facing the center. There should be a distance of at least four feet between the players. One player stands in the center holding the ball.

Skills to be Taught: Throwing the ball; running in given directions

Procedure: The center player throws the ball to a circle player and leaves the circle immediately. The one to whom the ball was thrown must catch it, take it to the center, place it on the ground, and then begin to chase the first player. The former tries to return to the ball and touch it without being tagged. The first player, if tagged, joins the circle players and the second player becomes the thrower. If the first player succeeds in reaching the ball, he remains, throws the ball again, and runs.

Teaching Suggestions:

1. Do not permit the runners to go too far afield. To do so slows up the game.
2. Do not allow a player to run to the point of marked fatigue.
3. If there is a large number of players, have several circles playing the game.
4. Require the runner to go around the circle at least one time before returning to the ball.

DANISH ROUNDERS

Area: Playground: a diamond with bases 35 feet apart. Draw a pitcher's circle with a 3-foot radius 10 feet from home plate.

Supplies: One 6" playground ball

Formation: Players are divided into two teams, with one team at bat and the other team fielding. The fielding team has a pitcher and a catcher. An inning is finished when all members of both teams have batted. An agreed upon number of innings or two playing periods of equal duration may be used. In the latter case, players of the batting team continue to return to bat until the time period is finished, even if some have previously been put out.

Skills to be Taught: Hitting a ball; base running; fielding a ball; throwing; catching

Procedure: The pitcher throws the ball slightly above the head of the batter. The batter tries to hit the ball with his hand; and if it's a fair ball, he runs for first base and farther if possible. The catcher and fielders try to return the ball to the pitcher, who touches the ground within the pitcher's circle with the ball and calls loudly, "Down!" If the ball is downed before the runner reaches the base, he is out; if after, he is safe. Any number of players may be at a base at the same time and on a strike may remain at the base or run as desired. If but one batter remains to bat, with one or more bases occupied, the batter has three trials but must run to first base each trial. He may be put out by the pitcher downing the ball. During these trials, runners may try to get home. The batter remains at bat until he hits a fair ball. This is to allow the runners on base to score.

Outs: When "down" is called, any of the base runners who are off base are out. A fly ball caught puts out not only the batter but also any players running between bases. Three outs do not change the side; play is continued until all members have batted.

Scoring: A successful return to home plate, each base having been touched, scores one point. The team wins which has the larger number of points at the end of the agreed upon number of innings or time periods.

Teaching Suggestions:

1. Remind the base runners to watch the ball at all times.
2. A point can be scored each time a base runner reaches a base successfully. Thus a home run would score four points.
3. Separate the class into two games.
4. Instead of having the last batter take these trials to help base runners score, a captain or chosen player may take the three trials.

BOUNDARY BALL

See Soccer Unit, page 24.

SPUD

See Basketball Unit, page 55.

NEWCOMB

See Volleyball Unit, page 82.

CROSS OVER RELAY

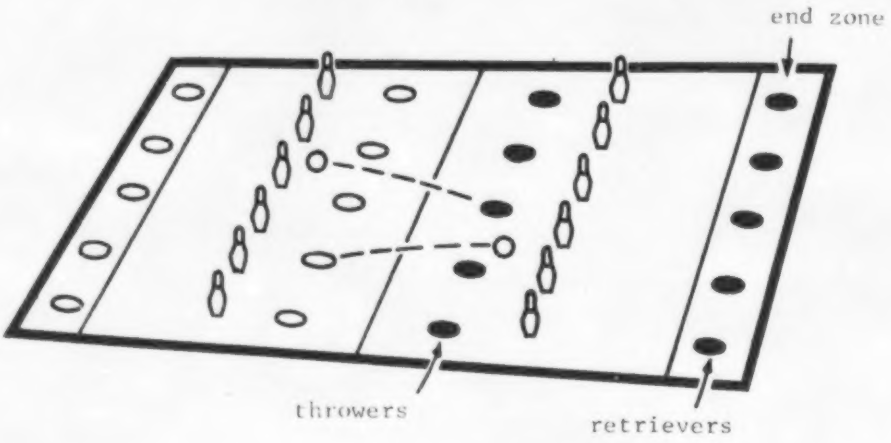
See Basketball Unit, page 60.

BOMBARDMENT

Area: Playground (Court 25 feet or 30 feet by 50 feet or 60 feet)

Supplies: Two large balls and twelve bowling pins

Formation: Two teams of twelve (or fewer on each) placed as shown on illustration. Have two games, or rotate three teams in order to give more students an opportunity to play.



Skills to be Taught: To throw a ball accurately; to guard an object; to catch a ball

Procedure: To start the game, a thrower on each team is given a ball. On a signal, the balls are thrown at the bowling pins located in the opposing team's court. Throwers also act as guards for their own pins. Ball may be stopped in any manner except kicking. Balls that miss a bowling pin are fielded by the retrievers and relayed to a player in the front line, who in turn makes the throw at the opposite bowling pins. When a ball leaves the court boundaries, the nearest player (thrower or retriever) retrieves it, returns to the place where the ball left the court, and resumes play. At no other time during play will the throwers leave the zone between the center line and the bowling pins, nor will the retrievers leave the end zone. When a pin is knocked down, play stops and the pin is set upright. Rotation is achieved by having throwers exchange positions with retrievers.

Scoring: A point is scored by a team each time a bowling pin on the opposite court is knocked over by a ball or a defensive player. The first team to score eleven points wins.

Teaching Suggestions:

1. Rotate players in a circular manner, only one position at a time, in order to let them play various positions.
2. If pins are knocked over too easily, add another player to the thrower's line.
3. If only one court is available, rotate teams frequently.
4. Pins may be placed in the end zone with the retrievers helping to guard the pins by standing directly in front of the end zone.

NO BASE STOP

Area: Playground: a kickball field

Supplies: One 6" playground ball

Formation: Two teams; one a fielding team, and the other a batting team

Skills to be Taught: Running the bases; catching; throwing; throwing at a moving target

Procedure: The pitcher tosses the ball, and the batter hits it with his fist and proceeds to run the bases without stopping at any base. The fielders try to get the ball and hit the runner before he gets back to the home base. The runner may dodge or jump the ball, but he must touch every base and avoid being hit in order to score. If the batter misses the ball when it is pitched, the catcher hands it to the batter who bounces it and then hits it. After three outs, the teams exchange places.

Teaching Suggestions:

1. Divide the class into two games.
2. Discourage fielders from running with the ball.

ZIGZAG

Area: Playground or all-purpose room

Supplies: One softball for each team

Formation: Players stand in two lines facing each other (Z-Z formation)

Skills to be Taught: Throwing and catching

Procedure: Players stand in line facing each other. The first player throws the ball across to the opposite player, who catches the ball and throws it to the next player on the opposite side. The ball continues in a zigzag line to the last player. The ball is then returned on the same path to the leader of the line. The first team to complete the relay wins.

Teaching Suggestions:

1. Team members may start about ten feet apart and then may move backward as skills of catching and throwing improve.
2. Various types of throws may be used; such as overhand, underhand, or rolling the ball for grounder practice.
3. Emphasize importance of good throws.

MARYLAND KICKBALL (SOFTBALL)

Area: Playground

Supplies: Soccer ball and four bases

Formation: There are two teams, one designated as the kicking team and the other as the fielding team.

Skills to be Taught: Throwing; catching; kicking; running the bases; pitching to a batter

Procedure: The pitcher rolls the ball to the kicker. The kicker attempts to kick the ball; and if successful, he runs to first base, then to second, third, and home. The runner may stop at any base or may keep running at his own risk.

The pitcher rolls the ball to the kicker. If the ball does not cross any part of home plate it is a ball. If the kicker gets four balls he gets a free walk to first base. Foul balls count as strikes.

The kicking team has only four kickers up in any one inning. If a kicker gets a walk the team gets an extra kicker. If the three kickers who are up first make outs the teams change. If one or all of the first three kickers get on base the fourth kicker must kick a home run. To get the fourth kicker out the fielding team has only to touch any base while holding the ball ahead of the kicker.

The kicker is out if:
1. He has three strikes
2. He kicks a fly ball and it is caught
3. The ball is thrown to first base man while in contact with the base before the kicker gets there
4. He steps over the restraining line at home base before he kicks the ball

The base runner is out when:
1. He leaves base before the ball leaves the pitcher's hand
2. He is forced to run to the next base and does not arrive before a fielder with the ball in his possession touches the base
3. He leaves the base before a fly ball is caught and a fielder tags the runner with the ball or touches the base while in possession of the ball before he returns

A fielder may not throw the ball at a runner in an attempt to put him out. Stealing is not permitted.

If there are no runners on base the kicker can run either to first base or third base. He will then continue around the base in the direction he starts. If a runner is on base the next kicker must run the same direction as the runner. A run is scored each time a runner reaches home plate safely. Teams change sides when a team makes three outs or the fourth kicker makes a home run or is put out.

Teaching Suggestions:
1. If members of the kicking team leave their places on the side line, an out could be called.
2. Have players change positions frequently.
3. Separate the class for two games.

THROW AND RUN SOFTBALL

Area: Playground: softball diamond with bases 35 feet apart

Supplies: One softball, four bases

Formation: Fielders are placed in the field as in kickball

Skills to be Taught: Throwing; catching; running the bases

Procedure: The first batter stands on home plate and throws the ball any place in the field. A foul ball (a ball which goes outside the base line from home to first base, or home to third base) is out. If a fly ball is caught, the batter is out. The batter runs around the bases after throwing the ball. Fielders field the ball and throw it home. The runner scores a point for his team for each base he touches before the ball reaches the catcher at home base. If the runner gets home before the ball, he has scored four points. Teams change places after three outs.

Teaching Suggestion: The game may also be played so that the runner is safe and scores one run if he beats the ball home, or is out if the ball gets there first.

HIT BALL

See Soccer Unit (Kickball), page 28-29.

THROW AROUND

Area: Playground: softball diamond with 35 foot base lines

Supplies: Softball, bases

Formation: Players are divided into two teams. One team stands at home base. The members of the second team take their places in the field, with a player at each base and in the catcher's position.

Skills to be Taught: Throwing; catching; running bases

Procedure: At a signal, a team member at home plate starts to run around the bases. At the same time, the catcher throws the ball to the first baseman; that player throws it to the second baseman; second baseman throws to the third baseman; and the latter throws the ball to the catcher. The ball must be thrown twice around the diamond during the time it takes the runner to return to home plate.

If the ball is fumbled, it must be returned to the baseman who fumbled it and continue its journey from that person.

After all members of a team have run, that team retires to the field.

Scoring: If the base runner reaches home plate before the ball on its second trip reaches the catcher, he scores one point for his team. If the fielding team returns the ball to the catcher before the base runner reaches home plate, the fielding team scores one point. The team wins which has the larger number of points after all players have run.

Teaching Suggestion: When ability of fielding team is poor, the ball could be required to travel only once or one and one-half times around for an out.

TEE BALL

Area: Playground: softball diamond

Supplies: Softball, bat, bases, batting T

Formation: Teams are lined up as for regulation softball. A batting T is placed upon home plate.

Skills to be Taught: Swinging a bat properly; catching and throwing a softball; team play

Procedure: The game is played the same as in regulation softball except for the pitching. The catcher places the ball on the T to start play. The first batter hits the ball and runs for first base. The ball is played the same as in regulation softball. If the runner is safe, he must remain upon the base he occupies until the next batter hits the ball. Teams may change places each three outs or after each player on a team has had a turn at bat.

Teaching Suggestions:

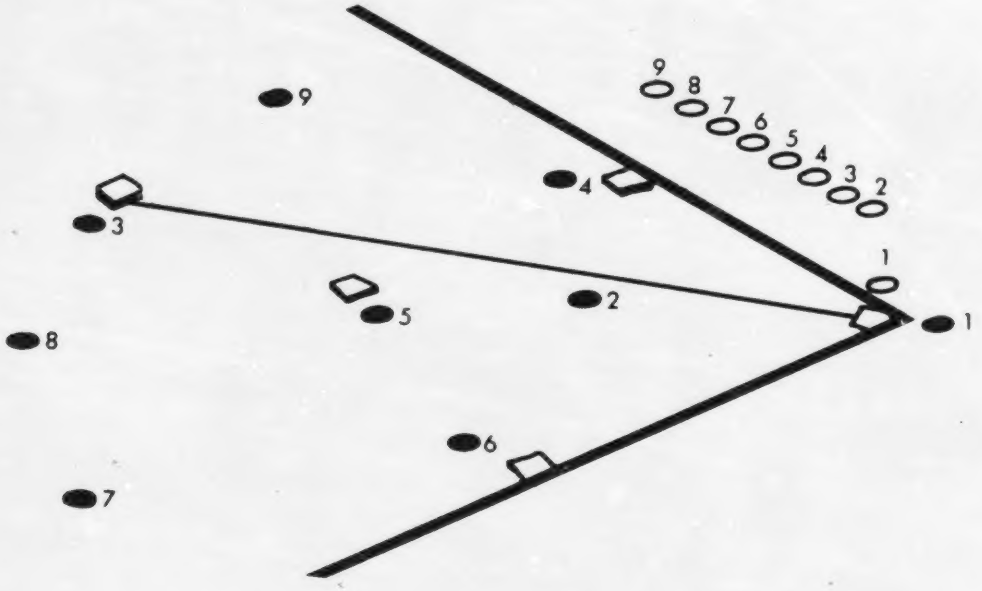
1. The importance of keeping the batter's eye on the ball should be stressed. The batter should stand slightly behind the T and hit the ball out in front of himself if any distance is to result from his hit.
2. Let fielders rotate positions to give players a variety of experiences.

LONG BASE

Area: Playground: softball diamond with long base

Supplies: Softball, bat, five bases

Formation: There a [illegible] teams of 10 or fewer players, placed as shown in the illustration below:



Skills to be Taught: Throwing; catching; batting; team play

Procedure:

1. The batting squad
   a) Sits on the batter's bench in batting order
      1) The chronological batting order of each player is indicated in the illustration.
      2) Batting order rotation resumes during each inning at the point where it stopped at the end of the previous inning.
   b) Is retired after three outs
   c) Receives an out if one of its players leaves the bench for an unauthorized reason
2. The batter
   a) Is allowed to "swing" until he makes contact with the ball (There are no strike-outs.)
   b) Advances to the long base when he hits the ball fair or foul (On a foul hit the batter may not return home until another batter hits the ball.)
   c) Is out when he
      1) Fails to arrive at the long base before the ball is caught by a fielder standing on the long base
      2) Is tagged before reaching the long base

        3) Hits a fair or foul ball that is caught on the fly
        4) Throws the bat
3. The base runner (or runners)
    a) When traveling to and from the long base
        1) May run to the long base and back after hitting a fair ball
        2) May remain on the long base if it is not safe to run home
        3) May occupy the long base with any number of base runners
        4) May leave the long base only after the ball has been hit by the batter
        5) Cannot run home on an overthrow or passed ball
        6) May run home after a fly ball is caught
        7) Must run home after the ball is hit when all of the players on the batting squad, except the batter, are on the long base
        8) May return home in any order (Players need not return in their regular batting order.)
    b) Is out when he (or they)
        1) Leaves the long base before the ball is hit by the batter
        2) Is forced to run home and does not arrive before a fielder with the ball in his possession touches home base (This situation will arise when all members of the batting squad are on the long base except the batter.)
        3) Leaves the base before a fly ball is caught and a fielder tags either him or the long base before he returns
        4) Starts for home and returns to the long base for safety
        5) Is tagged by a fielder when off base
        6) Is hit by a batted ball
        7) Interferes with a member of the fielding squad in the act of fielding the ball
        8) Fails to touch the long base and a fielder tags either him or the long base before he returns
4. The game should be five to seven innings in length.
5. Scoring: A run is scored for the batting squad each time that a player reaches the long base and returns to the home base without being put out.

Safety:

1. If possible, all ball games in which a bat is used should be played only where backstops are available.
2. The players' bench shall be behind the backstop. Where this is not possible, the bench shall be a minimum of 10 feet from the base line and at least 20 feet from home plate.
3. Players on the squad at bat should remain seated on the bench, or in the bench area if no bench is available, until it is their turn to bat.
4. Only one standard elementary school bat should be permitted for each game. This bat should be properly taped in good condition.
5. Players should drop the bat (not throw it) on the ground near home plate before starting for long base or when returning to the batter's bench.
6. Have the catcher wear a mask.

Teaching Suggestions:

1. Practice the skills before playing the game.
2. Use a batting T until batting and pitching skills are developed.
3. If batters take too much time, allow only five pitches to each batter.
4. Have two games going at the same time if space is available. This allows for more player participation and activity.

TWO PITCH

Area: Playground: softball diamond

Supplies: Softball, bat, bases

Formation: This is the same as regulation softball except that one extra pitcher stands alongside the pitcher.

Skills to be Taught: Batting; throwing; catching; base running; team play; playing a specific position on the team

Procedure: The play follows regulation softball except for these changes:

1. The team at bat has a member of its team as pitcher during its time at bat. The team captain appoints a player who is near the end of the batting order to start each inning as a pitcher. If that player's turn at bat comes up, another player replaces him. The pitcher's job is to get the ball over the plate so that his team can hit it into fair territory.
2. The batter has only two chances to hit a fair ball. If he does not hit a fair ball on the first or second pitch, he is out. Thus, a second pitch not swung at, a missed second strike, or a foul ball on the second strike is an out. (NOTE: If batters are not skillful enough to hit a reasonable number of fair pitches, the game may become three pitch by giving each batter three pitches on each turn at bat.) As soon as the ball is hit into fair territory, the batter runs to first base and must be put out as in regulation softball.
3. The pitcher who pitches the ball must not touch a batted ball or the runner is out. The team in the field has a fielding pitcher who plays alongside the pitcher and who fields the ball after it is hit.
4. If teams are changing from field to bat too rapidly, with resultant loss of playing time, each team should have four or five outs before the side is retired.
5. The umpire does not call balls and strikes but decides only whether runners are safe or out, or if hits are fair or foul.

Teaching Suggestions:

1. Each time a team goes to the field, players should rotate one position.
2. This game may be played using three teams. One team is scattered in the outfield, one team scattered in the infield, and one team at bat.

WORK-UP ROTATION

Area: Playground

Supplies: Four bases, softball, bat, mask

Formation: Three or four batters; the remainder of the players assume all of the other positions and have numbers for rotation such as: pitcher 1, catcher 2, first 3, second 4, third 5, short stop 6, left field 7, center field 8, and right field 9. If you use more players they may be numbered beyond number 9 and take their positions in the outfield.

Skills to be Taught: Batting; catching; throwing; and base running

Procedure: Regular softball rules are used. When a batter is out, he becomes right field, number 9, or whatever the last number is. All players in the field assume the next lowest number and position. Number 1 becomes a batter. Batters bat in order of admission to batting squad.

Teaching Suggestions:

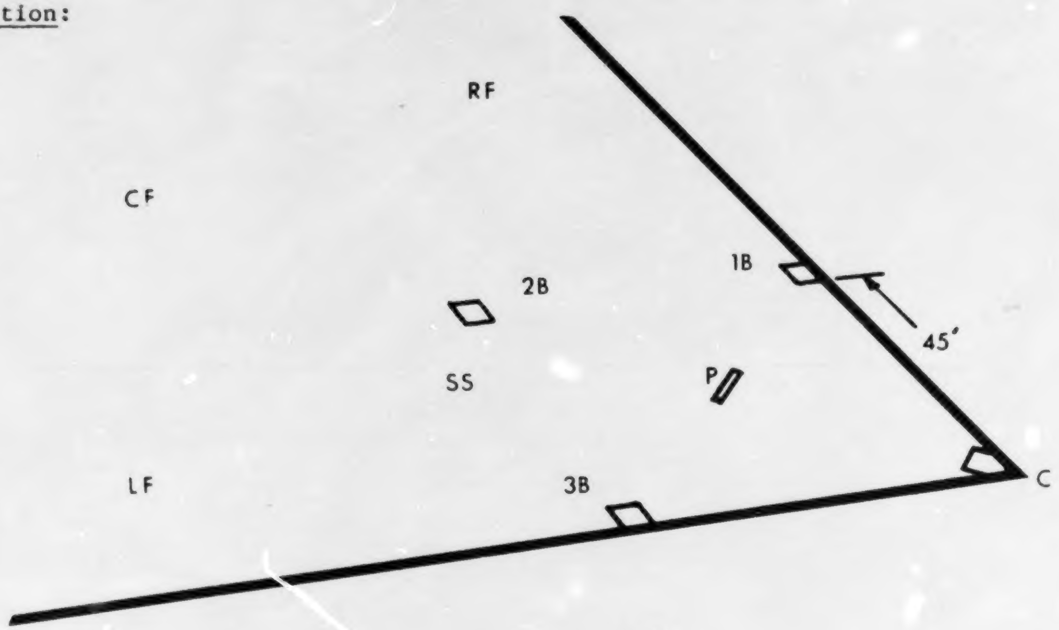
1. Vary the game by having any player who catches a fly ball trade places with the batter and exchange positions and numbers.
2. Prevent stronger players from dominating the game by limiting each player to three turns at bat.
3. When fewer players are used, two batters may be used following the rule of running only to first base and home to score. Fielders may be reorganized to adequately cover the field.
4. If batter is not put out after three or four turns, he may be rotated to outfield to give more players a chance to bat.

SOFTBALL

Area: Playground

Supplies: Softball, bat, mask, and four bases

Formation:



Skills to be Taught: Running bases; throwing, catching, and batting a softball

Procedure: The general rules for softball are used in many of the diamond games described earlier in the soccer and softball units. These rules are listed under the game of kickball on pages 36-37. The major difference is in the method of pitching which is described below:

> The pitcher delivers the ball with an underhand throw, swinging the arm parallel to the body and stepping forward with the opposite foot. Only one step may be taken.

Teaching Suggestions:

1. Divide the class for two games.
2. Enforce all safety rules. (The catcher must wear a mask.)
3. Provide lead-up games for skill development.
4. Encourage players to watch the ball at all times.
5. Discourage base players from standing on bases.

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INSTRUCTIONAL MATERIALS

Instructional materials which might be used in conjunction with the units contained in this bulletin may be obtained from the Instructional Materials Centers in the individual schools or from the Educational Materials Laboratory located in the Educational Services Building, Washington Center, 850 Hungerford Drive, Rockville, Maryland 20850. ERIC documents, professional books, and periodicals may be found in the Educational Materials Laboratory. Filmstrips, loop films, phonograph records, transparencies, and some textbook type materials are purchased by the individual schools and stored in their I.M.C. More expensive materials such as 16 mm movies are stored at the Central Film Library in the Lincoln Center. Each school has a book catalog of these films.

Currently available materials are listed on catalog cards in every school's media center. The procedure for borrowing instructional materials from the Educational Materials Laboratory and Central Film Library can be obtained from the librarian in each school. Information on instructional materials available for purchase by the individual schools may be obtained from the Division of Evaluation and Selection at Washington Center.

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